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ABSTRACT

As the second of three products designed to assess the interim performance of the U.S. Office of Education's National Diffusion Network, this booklet contains over 160 descriptions of tactics, techniques, and ideas related to innovative education. The descriptions are one-sentence portraitures of various terminal and ongoing educational projects. Personnel from the Massachusetts Diffusion Assistance Project have gathered research data from a standard input form that was distributed to facilitator projects throughout the state of Massachusetts. Resultant information was divided into the six categories of--Dissemination/Awareness, Demonstration/Interest, Training/Assessment, Trial, Installation/Adoption, and Institutionalization/Integration. These divisions are repeated in the organization of the report. Minimal but pertinent information, structured around these six concepts, is provided in separate project description sections. The Handbook includes a listing of the 77 facilitator projects currently operative in Massachusetts. Information concerning the report is available from the executive director. (IH)

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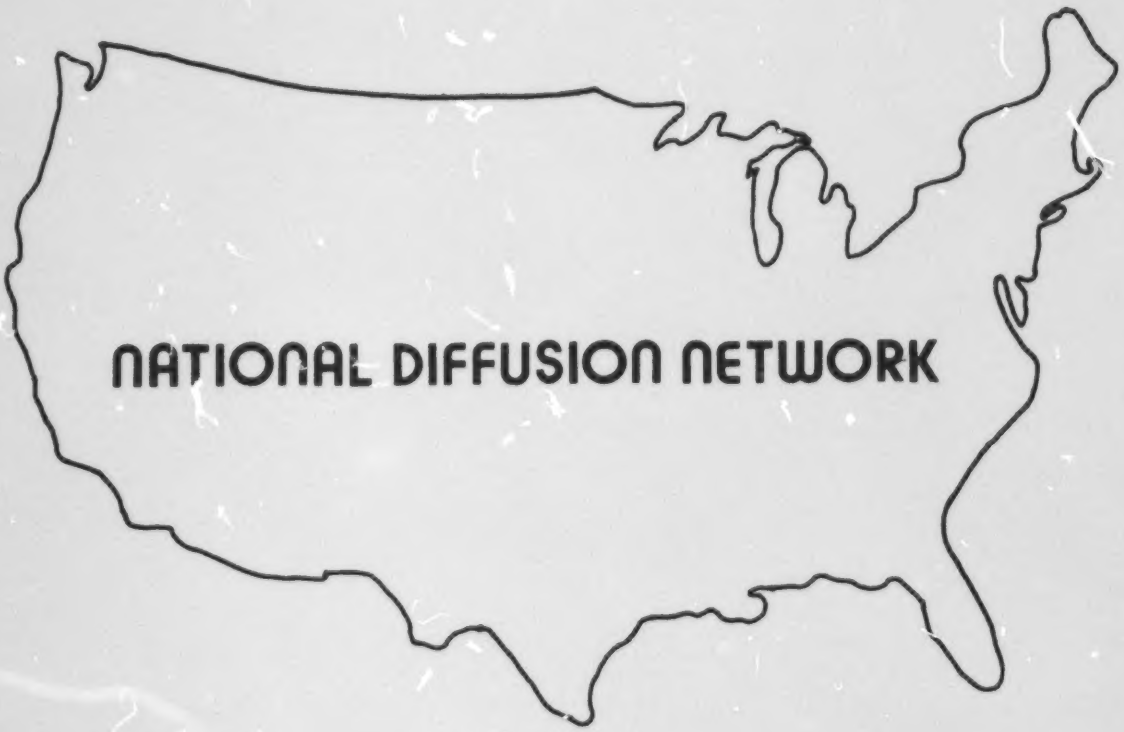

handbook of diffusion tactics

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SP 014 535

Developed by

Massachusetts Diffusion Assistance Project

a project of the NETWORK OF INNOVATIVE SCHOOLS, INC.

The Massachusetts Diffusion Assistance Project (MDAP) is a major component of the NETWORK OF INNOVATIVE SCHOOLS, Inc., a non-profit educational service agency located in Merrimac, Massachusetts.

The Handbook is the second of three documents to be developed, published, and distributed by the Massachusetts Diffusion Assistance Project (MDAP) for the purpose of interim assessment and documentation of the U.S. Office of Education National Diffusion Network.

The development of the Handbook of Diffusion Tactics was wholly supported by the U.S. Office of Education, Department of Health, Education, and Welfare. However, opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

This document has been prepared pursuant to Grant No. OEG - 0 - 74 - 8757.

This is the second edition of The Handbook of Diffusion Tactics originally printed in April, 1975.

INTRODUCTION

In January of 1975, the Massachusetts Diffusion Assistance Project (MDAP) undertook the development, publication and distribution of three documents for the purpose of interim assessment and documentation of the U.S. Office of Education's National Diffusion Network. Composed of Statewide Facilitators, Developer-Demonstrator projects, participating local school districts, and USOE coordinators, the National Diffusion Network is designed to transport and systematically promote the adoption of validated innovative programs throughout the nation.

The Handbook of Diffusion Tactics is the second of the three products. This booklet was preceded by the Directory of Statewide Facilitators, a document consisting of two pages of descriptive information on each of the fifty-three Statewide Facilitator projects, and will be followed shortly by a Casebook of Selected Statewide Facilitators.

This document represents a compendium of diffusion tactics and sub-strategies contributed by a large number of Statewide Facilitator projects. Although primarily directed to agencies within the National Diffusion Network, this document will be of interest to any agency or individual interested or actually engaged in the diffusion of innovations in education.

Development of this document began in early Spring of 1975. One sentence descriptions of diffusion tactics were obtained from the Descriptive Information Questionnaires completed by all Facilitator projects in February-March. From this information base, MDAP personnel identified over 160 discrete diffusion tactics, techniques or ideas.

Individual Facilitator projects were asked to further explicate each of the tactics they submitted in as much richness and detail as possible. To facilitate that task, MDAP pro-

vided a standard input form. In the event a particular tactic was submitted by a number of Facilitators, only one Facilitator was asked to provide the in-depth description. A conscious attempt was made to distribute these tactics across as many Facilitator projects as possible.

For the purpose of enhanced readability, each diffusion tactic was assigned to one of six categories representing the conceptual stages of MDAP's blend of the diffusion models of Havelock and Guba-Clark. These categories serve to divide the body of this document into sets of tactics related to:

Dissemination - Awareness

Demonstration - Interest

Training - Assessment

Trial

Installation - Adoption

Institutionalization - Integration

In bold type, immediately beneath the identification number in the upper right hand corner of each tactics page, the reader will find an encapsulated statement of the diffusion tactic. This is followed by the identification of the contributing Facilitator project and a detailed narrative description.

Beneath the detailed narrative description are statements of additional qualification. Space has been provided under the headings of Rationale, Limitations, Facilities, Special Emphasis, and Additional Comments.

The Handbook concludes with a listing of the seventy-seven Facilitator projects presented alphabetically according to state.

Changes in this second printing consist of the insertion of a small number of new tactics, a revised listing of State-wide Facilitator Projects, including all newly funded agencies for Fiscal Year 1976, and a shift in format to two-sided printing in order to reduce both production and distribution costs.

Additional information related to the Handbook and other products of the interim assessment can be obtained from:

Massachusetts Diffusion Assistance Project
c/o NETWORK OF INNOVATIVE SCHOOLS
3 Mechanics Street
Merrimac, Massachusetts 01860

617-346-8181

Dr. David P. Crandall, Executive Director
Dennis E. Collins, Evaluation Coordinator

August, 1975

dissemination-

awareness

General mailings to all public and non-public schools in the state

FACILITATOR: *KANSAS - Project LINK*

DESCRIPTION:

The general mailings were used as a tactic to create awareness among potential clients of the existence of LINK and to give them an idea of some of the services that might be available. It was also used to assist the LINK staff in identifying, on a very rough basis, an assessment of client needs. Lists were obtained from appropriate agencies of all schools in the state — public, parochial and non-public. The lists, totalling four thousand names, included names of superintendents, central administrators, building administrators, teachers' associations and union building representatives.

Two mailings were sent to each name on the lists. The mailings gave a brief description of LINK, let the potential client know that we would have products that would help meet needs in his/her district, and included a response card on which curriculum areas in which needs existed might be indicated. The items that were marked were in the areas of both program and organization development. These cards were used to assist in identifying client needs and organizing our D/D Abstracts.

RATIONALE:

We found this technique provides an easy way for an unknown to become known. You can hit almost every potential adopter at least once or twice with this kind of approach. It accomplished what we wanted it to accomplish because we received responses from 150 school districts. In Kansas, there are 309 school districts, so this approach got responses to us from approximately one-third of them. We count this as an effective awareness dissemination effort.

LIMITATIONS: *There are two limitations on the use of this tactic that have to do with the time of the mailing: 1. It should be done early in the year; 2. It should not be done at a time when schools are busy with something else.*

FACILITIES: *The staff needs skill in doing this kind of mailing and dissemination.*

SPECIAL EMPHASIS:

We found that teachers responded to this in larger numbers than we'd expected. Very often, on the response communication to the card, the superintendent and building administrator were more easily involved because one of their teachers had initiated the contact.

Use of display booths at various educational conferences/conventions

FACILITATOR: *NEBRASKA-IOWA*

DESCRIPTION:

In conjunction with the statewide teachers' education association meetings, county teacher inservice days, SEA-sponsored Instructional Bazaar, and an SEA-sponsored Alternative Learning Conference we have manned an information table. From this we distributed first level awareness materials and interacted with LEA representatives. This allows some rather in-depth discussion with potential adopters, who did not respond to written communications.

RATIONALE:

These display booths increase exposure to different audiences of the target LEA.

LIMITATIONS:

Reaches only a limited audience.

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

In this setting, we feel one ought not get involved with a lot of A/V equipment, but keep yourself free for personal contact.

Aide local units to identify priorities based on self-study

FACILITATOR: *NORTH CAROLINA - WEST*

DESCRIPTION: *In order for a unit to qualify for North Carolina State Department of Public Instruction (SDPI) accreditation, the entire system must undertake a self-analysis employing detailed scrutiny. Through the self-study process, units (all schools must participate) identify "what we're doing that we're proud of," and "what we're doing or not doing that makes us fall short of our expectations." Through the unit-wide analysis, each school determines what must be done to bring "our schools" up to "our standards." Even though the SDPI publishes guidelines for accreditation, each system is given a great deal of latitude for interpretation bearing in mind local factors and conditions. Strongly suggested is the necessity of looking at what one has (strengths), what one lacks (weaknesses), and what one needs to do (planning).*

Assuming a school lists its weaknesses, a particular group of teachers and, sometimes, administrators, hibernates periodically into a think-tank to draw conclusions based on the challenge of "what needs to be done." From this group suggestions and recommendations are documented and prioritized. At this point, or even during the earlier discussions, the Facilitator enters the picture. Based upon the system's or upon an individual school's identification of priority needs, the Facilitator attempts a match between a priority and one or more D/D projects. With a hopefully long-range compatible marriage in the offing, a duty of the Facilitator is well on it's way to being accomplished.

RATIONALE:

Self-study, with strong guidelines that allow viable flexibility, elicits responses from teachers, administrators, and other interested persons in such a way that those participating do not feel the cramp of having to "toe the line" on each item. Nor do they fear chastisement while searching for better ways to improve on the "good" and to begin raising standards that have been described as "weak."

LIMITATIONS:

Attitudes of administrators can be limiting. The range of "hurry up, get it over with" to "why bother, we'll get around to it" attitudes can limit the self-study. Fortunately, most administrators become quite enthusiastic during the self-study process.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Along with teachers, students have benefitted the most from the self-study process.

Send out general information/ promotional material to all LEAs in the area served

FACILITATOR: *NEBRASKA - IOWA*

DESCRIPTION:

We have found that a list of one-line D/D descriptions mailed to LEA administrators serves very well as first level awareness material. They check the project that interests them. From this we forward additional material to all them as appropriate.

A sample D/D description from this list follows.

17. The New Model Me-Curriculum for Meeting Modern Problems
Lakewood Board of Education
1470 Warren Road
Lakewood, Ohio 44107
Contact Person: John R. Rowe

The New Model Me uses an experimental approach to assist secondary students and teachers to understand the causes and consequences of behavior and to select viable alternatives to non-constructive behavior.

RATIONALE:

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Facilitator visits developer site in order to develop additional insight or become trainer

FACILITATOR: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT (MDAP)*

DESCRIPTION: *Our only experience visiting sites for additional insight has been limited to Project Adventure within our own state. We have, however, visited D/Ds to accompany adopters who were receiving training and to receive training ourselves. Typically when we do not receive training ourselves, our visits are not for the duration of the training program. We make contact with the key staff from the D/D, introduce the potential adopters, and explain in the presence of both parties our intentions for providing follow-up technical assistance to the adopters once the innovation is initiated at the adopter site.*

Because we have assembled a staff at MDAP with expertise in a variety of areas — many of which overlap with the content of D/Ds — we have been able to have our staff trained at the D/D, and then to offer the training to Massachusetts educators. At any time, if major changes in the training design are anticipated, they are checked out with the D/D first. We have noticed, for example, that D/Ds have the power of their experience with the project which tends to inspire trainees. Our staff does not have that experience, and therefore, must compensate with more structured learning experiences for the trainees to undergo, rather than relying on repeating anecdotes that the D/D can tell.

MDAP is offering training this year in The New Model Me, Individualizing Language Arts, Project Health and Optimum Physical Education, and Talents Unlimited.

RATIONALE: *We have felt that seeing D/Ds at conventions and communicating through telephone and writing have been sufficient for our purposes of receiving insight about the project.*

Our training programs have enabled us to offer training in projects which were otherwise booked-up, thereby increasing the number of trained teachers in these projects by 25:1.

LIMITATIONS: *Special care must be taken to provide learning experiences for trainees and avoid retelling D/D anecdotes.*

FACILITIES: *Not just anybody can train. Trainers need to know the content area of the project well, and they should have some knowledge and experience training adults.*

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

A-6

Preparation and distribution of news articles to the various communications media

FACILITATOR: *NORTH DAKOTA*

DESCRIPTION:

As an integral part of our awareness activities, news articles and releases were written for local papers, radio, tv and specialized publications such as education journals, bulletins, newsletters etc. News releases announcing an event were followed up by news articles that expanded the information given in the release that appeared prior to the event.

RATIONALE:

This technique is useful because it reaches teachers, administrators and others who may not be on any mailing lists. The number of inquiries that were received was ample proof that it did work as an awareness technique.

LIMITATIONS:

Media not always receptive.

FACILITIES:

For this tactic to be really successful, a staff member should have adequate time and writing skills to do a truly professional job.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Conduct one or more statewide conferences in which D/Ds made presentations

FACILITATOR: *OHIO*

DESCRIPTION:

Last fall we decided that the best possible technique for creating project awareness in Ohio LEA's was to bring the D/Ds to Ohio. We arranged for eleven selected D/Ds to make small-group presentations to Ohio educators attending this meeting.

Preparation for this meeting was quite extensive as we selected D/Ds to attend, chose proper facilities, built a workable agenda, gave instructions to D/Ds on how to structure their presentations, and informed all Ohio school district superintendents of this meeting.

A follow-up evaluation of this effort indicated that awareness and interest were created through the meeting.

RATIONALE:

Through this meeting we were able to let Ohio educators learn firsthand about a number of the available projects.

LIMITATIONS:

Only about 1/3 of all D/Ds were brought to this meeting.

FACILITIES:

Special facilities are definitely needed. Our costs were less than $5,000.

SPECIAL EMPHASIS:

This should work with any group.

ADDITIONAL COMMENTS:

The awareness conferences

FACILITATOR: *CALIFORNIA*

DESCRIPTION:

We invited 35 validated Developer-Demonstrator projects to present their projects to California educators in two strategic locations. The projects were divided into seven clusters of five related projects each. Each project was allowed a one-hour presentation time per day. During the remaining time project personnel were available in their cluster display area to talk to potential adopters about implementation costs, times and resource needs.

RATIONALE:

This technique proved useful because participants interested in a specific area of need were scheduled in the cluster to view all related projects. Schedules allowed cross-clustering to view a greater range of projects; the cluster display area, where project personnel were available both to hand out material and talk shop, allowed for more in-depth study of what was available. Each performance was evaluated by participants and the total program was assessed during the resource allocation meeting at the termination of each day's presentations. Also, each project collected feedback information on their presentations with their needs and readiness assessment instruments, collected after each performance.

LIMITATIONS:

Our first review site was the Queen Mary. This site was strategically located in Southern California, but the several levels of the ship that were essential for so grand an undertaking (35 projects) caused great difficulty. This was alleviated at the Jack Tar in San Francisco where all the review activities, both displays and presentations, were on one floor and in close proximity.

SPECIAL EMPHASIS: *The related cluster grouping for both display and presentations was especially effective. The display area became a negotiation arena where potential adopters could talk shop and project personnel could elaborate upon constraints that developed in their specific environment. In all cases, the model was developed, eliminating development as a cost factor and the re-invention of the wheel. Implementation cost would only be required for adoption or adaptation of the model to a new environment.*

FACILITIES:

If uniform equipment and presentation format could be developed for all Developer-Demonstrator projects, much equipment and possible loss of materials due to air freight and traveling could be alleviated; several presenters with uniform equipment could supply the projection needs of an entire cluster, even though the related projects originated in very separate and distant sections of our nation.

Personal visit with each superintendent in the state during the awareness phase

FACILITATOR: *VERMONT*

DESCRIPTION:

A study of educational change in Vermont, entitled Title III Kaleidoscope, authorized by Julia Blake and assisted by Elizabeth Bisbee was completed for the Vermont Department of Education in September 1973.

One of the findings showed that projects for change were successful if they had: "Support of the Superintendent, School Board, Principals....Superintendent support is most crucial initially and in gaining School Board support." Successful projects were generally supported by the Superintendents. Failures showed no interest or support on the part of the administration.

As a result of the above, the Facilitator Center made arrangements to visit the office of each Superintendent of Schools in Vermont. Brochures were distributed at a follow-up meeting of the five regional Superintendents' groups.

RATIONALE:

Most of the requests for information have come through the office of the Superintendent of Schools. When teachers requested information they had the support of the administration in pursuing their areas of interest.

LIMITATIONS:

Some superintendents are real skeptics.

FACILITIES:

SPECIAL EMPHASIS:

Any new program needs prime support of the Superintendent, who is considered the educational leader.

ADDITIONAL COMMENTS:

Formal needs assessment instrument administered to every school district in the state

FACILITATOR: *COLORADO*

DESCRIPTION: *A questionnaire was administered to all 181 public school districts and over 200 non-public schools in Colorado during the Fall of 1974. The questionnaire solicited information in 12 areas: drop-out prevention, community education, career education, environmental education, alternative education, individualized education, alcohol and drug education, early childhood education, special education, staff and organizational development, scheduling, and open space. The instrument solicited two forms of information: 1. School districts were asked to list particularly innovative/operational programs they felt were particularly effective, and 2. They were asked to note all areas where they had needs for additional program information.*

The questionnaire was administered in three ways: 1. If a school district was a member of a BOCS, a presentation was made to each BOCS Advisory Council meeting in the state. (This covered all but 12 of the Colorado school districts.) 2. If the district was a member of a BOCS, individual presentations were made to those superintendents; and 3. Mailings were made to all non-public schools in Colorado. The questionnaire was administered by interview in all school districts with 10,000 or more students. Returns were gathered by mail from the remaining school districts. Of the 181 school districts, 137 districts replied to the questionnaire. 35 of the non-public schools returned the questionnaire. The presentations gave the Facilitator project the opportunity to meet with all state school personnel and to explain the purpose and function of the project. In addition, the project was able to identify some important potential need areas for programs in Colorado. The Project returned to all responding districts a list of all instate and national programs in the category that the particular district requested.

RATIONALE:

1. *State-wide exposure of the functions and purposes of the Colorado State Facilitator Project.*
2. *Compilation of listings of districts with particular program needs.*
3. *Accomplishments ascertained by the follow-up contacts with the 306 Project from individual districts.*

LIMITATIONS:

This needs assessment and listing of in-state programs is strictly subjective in nature.

FACILITIES:

This procedure involved a considerable amount of staff time and travel.

SPECIAL EMPHASIS:

This technique provided immediate exposure to all school districts in the State of Colorado at the chief administrator level.

ADDITIONAL COMMENTS:

This procedure was especially effective in initial dissemination activities and in providing some rough indications of program needs in Colorado.

Broadcasting over television of videotaped interviews to generate awareness

FACILITATOR: *SOUTH CAROLINA*

DESCRIPTION:

A videotape presentation on the National Diffusion Network has been produced. The intent is to use this presentation to acquaint the taxpayer with the Network and the advantages of the service being provided. It will be shown over commercial and educational television network.

RATIONALE:

It broadens the knowledge of the Network and its function, and will hopefully result in more involvement in the Network.

LIMITATIONS:

Not enough funds available to produce a 16mm film.

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Development and implementation of an interest survey for superintendents and supervisors

FACILITATOR: *FLORIDA*

DESCRIPTION: *We used the "Reaction Sheet" below to poll superintendents and supervisors to determine whay the perceived to be needed programs in our state.*

FLORIDA FACILITATOR CENTER
REACTION SHEET

SUPERINTENDENTS' CONFERENCE
RIVERSIDE HILTON, TAMPA
OCTOBER 2, 1974

YOUR NAME:_____

TITLE:_____

COUNTY/AGENCY:_____

CIRCLE APPROPRIATE LETTER

1. I understand the purpose of the Florida Facilitator Center

   A. Very well.
   B. Well enough.
   C. To some extent, but some aspects of it are still not clear to me.
   D. Not too well.
   E. Not at all.

2. I understand the functions of the Florida Facilitator Center

   A. Very well.
   B. Well enough.
   C. To some extent, but some aspects of it are still not clear to me.
   D. Not too well.
   E. Not at all.

3. My county will probably be most interested in programs in the following areas:

   A. Reading
   B. Language Arts K-3
   C. Elementary school physical education
   D. Specific Learning Disabilities
   E. Environmental education
   F. Parent Training for school readiness
   G. Elementary "open school" concept
   H. Infant Deafness
   I. Reading in Vocational courses
   J. Alternative High School for Alienated Students
   K. Educably Handicapped and Behaviorally Maladjusted
   L. Student behavior
   M. Computer based planning
   N. Early Childhood
   O. Other (*Please Specify*)_____

4. Please send brochures and other information in my county to

   A. Superintendent's office
   B. Elementary Principals
   C. Secondary Principals
   D. General Supervisor/Director of Instruction
   E. Others (*Please give names and/or positions*)

   _____
   _____
   _____
   _____

RATIONALE:

We thought the superintendents and supervisors should be aware of the needs in their systems.

LIMITATIONS:

It did not poll teachers or principals.

FACILITIES:

SPECIAL EMPHASIS:

Useful for a quick analysis of perceived needs.

ADDITIONAL COMMENTS:

Not a perfect instrument but it gave us fast feedback when we needed it.

Building awareness through a series of regional awareness conferences: "Flying Circus"

FACILITATOR: *INDIANA*

DESCRIPTION:

Indiana is approximately 275 miles long and 160 miles wide. In order to increase the accessibility of SF services and D/D program information to local schools and to increase the visibility of the SF, the "Flying Circus" was planned. Essentially, the plan was to take the program files which the SF had received from the D/D's to nine locations around the state for one day at each location. The nine locations and the SF home base would place the program files for one day no farther than 60 miles from every elementary and secondary school in the state. From initial plans to completion of the last "Flying Circus" required about 2 1/2 months. Implementation steps were the following:

1. *Selection of sites and suitable locations within each city. (We used college or public school facilities; but motels or hotels could have been used.)*
2. *Dates were selected, facilities engaged, and travel plans worked out.*
3. *Initial mailing of notices to all superintendents and principals — three weeks before the first date.*
4. *Second reminder mailing — two weeks after the first.*
5. *Director, director's wife, and project secretary took program files, assistance request forms, and Indiana Facilitator Center Guides to each of the nine locations. School personnel were invited to come, browse, and have a cup of coffee on the IFC. There was no planned program.*

RATIONALE: *Distances seemed to preclude the possibility that all schools in the state would have equal access to IFC services. Transporting program files to sites nearer the schools was seen as encouraging schools at some distance from the IFC to use its services. "Success" of the effort will be measured in two ways: (1) a user survey sheet was filled out by each participant and results were tabulated and interpreted for implications for IFC functioning, and (2) correlations between schools represented at the Flying Circus sites and schools requesting assistance in investigating and/or adopting D/D projects will be noted.*

LIMITATIONS:

(1) The survey sheet revealed that participation came mostly from schools less than 10 miles from each site. (2) Many participants expected a "program" and were disappointed that we were only providing opportunity for browsing. (3) Any day selected for a particular site would be the "wrong" day for some schools in the area served.

FACILITIES:

Facilities needed are a classroom-size room, 4-6 tables, and about 24 chairs at each site. Costs were minimal: coffee, facilities rental (often there was no charge), and travel costs for IFC staff.

ADDITIONAL COMMENTS:

This was an exhausting activity since it needed to be conducted in a relatively brief period in order to have the greatest impact. Three sites per week are the maximum that should be attempted. Also, we discovered that evening hours were <u>not</u> productive.

Request program needs information from LEA then Facilitator matches D/D to those identified needs

FACILITATOR: *KENTUCKY*

DESCRIPTION:

This activity was designed to utilize the assessment data which had been collected by LEAs and the SDE. Rather than generate new data, we asked that LEAs use the extant data to establish program priorities for the 74-75 school year. The request was based upon a voluntary response.

Using the responses of the LEAs about their priorities, we matched D/Ds with priorities. For those priorities that had no matching D/D, other sources of information were used.

RATIONALE:

This technique was useful because it dealt with both "hard data" needs and perceived needs. Only the interested LEAs responded and the "carrot-on-a-stick" principle was avoided.

LIMITATIONS:

FACILITIES:

Costs are for postage and mail-back cards.

SPECIAL EMPHASIS:

Many early adopters responded.

ADDITIONAL COMMENTS:

Second-year operations will be modified to encourage more participation.

Ed Fair featuring nationally validated D/Ds and in-state projects

FACILITATOR: *PENNSYLVANIA - Project RISE*

DESCRIPTION:

Planning and conducting an Education Fair featuring both state-based and nationally validated (306) projects as a conference in itself or in tandem with an established statewide conference (make sure that the conference agenda planners include a specific time block for exhibit/presentations — not at the end of the conference) is a high visibility technique for developing awareness and interest. Utilizing both display exhibits and one-hour presentations strengthens the interaction: a project's booth creates interest, before the presentation, serves as a focal point for follow-up after the presentation, especially for those who are really seriously interested in adoption. "Salt" the 306 audience by specifically arranging their presentations as cluster meetings for pre-identified potential adopters, but open the session to all.

RATIONALE:

Since this was an experiment, RISE expects to have an informal evaluation and cost effectiveness analysis of this technique by mid-summer.

LIMITATIONS:

Expensive undertaking for exposure and awareness. Cost per unit of awareness is directly proportioned to audience. Needs at least six months lead time.

FACILITIES:

Large exhibit area and adjacent small rooms available for presentation. SF must have competencies for logistic arrangements and conference handling.

SPECIAL EMPHASIS: *If the programs are selected for their organisational change characteristics, soliciting teams from adopters to attend (teacher, board member, building administrator, central administrator, student) really pays off.*

ADDITIONAL COMMENTS: *The Education Fair from Concept to Practice, is a valuable handbook for planning, conducting and evaluating an Ed Fair. It is available from National Advisory Council on ESEA Title III.*

Identification of D/D projects via the Dissemination Adivsory Council

FACILITATOR: *TEXAS - Region 10*

DESCRIPTION:

The Advisory Council was formed for the specific purpose of identifying products/programs, i.e., D/D Projects, which might fit the needs of schools within Region 10. The Council is made up of representatives from: 1. public/nonpublic administrators, 2. public/non-public teachers, 3. institutions of higher learning, 4. state education agency, and 5. U.S.O.E. These people were invited to constitute the Dissemination Advisory Council by the Region 10 Instructional Services Department staff as being representative of informed school personnel within our region. All invited agreed to serve in this highly important advisory role. Their main function was to examine the D/D Projects available in terms of the perceived needs within the region. Following presentations and examinations of available materials each Advisory Council member was asked to rate on a continuum scale their individual reaction to D/D Projects in relation to regional needs. Compilation of this information identified 21 D/D Projects to be offered to Region 10 educators during the 1974-75 school year.

In addition to this input, the Council advised us to have County Awareness Conferences "in the field" and to enlist the permission and aid of the LEA Superintendents in each county as the conference was planned.

RATIONALE:

We have had secondary awareness requests from 28 school districts regarding 17 of the 21 projects identified by our Council. This indicated to us that these practitioners were a reliable source of information about what needs local school districts are experiencing. Otherwise, our initial awareness activities would not have generated such an inclusive range of program responses.

LIMITATIONS:

FACILITIES:

We paid 12¢/mile travel and one meal cost to each Council member for each of the 3 Council meetings held this year.

SPECIAL EMPHASIS:

We included an Advisory Group in developing our dissemination model (MOD) developed here at Region 10. (USOE Validated Project)

ADDITIONAL COMMENTS:

For us this advisory group idea works and has added new dimensions of thought and direction which we believe have added substantially to the quality of our Region 10 Facilitator Project.

Active involvement of existing channels of communication

FACILITATOR: *NEW JERSEY*

DESCRIPTION:

There are numerous agencies operating within the educational theatre both inside and out of the state organization which serve New Jersey's 600 school districts. We realized very quickly that since we have only two years to do our job, we had best operate within the existing formats, channels, and historical patterns of organization within the state. We tap into these agencies and channels to describe the who, what, where, when, why, and how about "306", to send out invitations, announcements, awareness material, and if we can, we ask them to co-sponser conferences, help us evaluate programs, etc.

RATIONALE:

There is no clear-cut evaluation design. However, as the interest/involvement of existing agencies goes up, and our success factor goes up, we simply say that one is involved with the other, it is working, and we continue on.

LIMITATIONS:

Requires a lot of maintenance time and a lot of personal contact time that does not have immediate payoff. This is essentially building for the future.

FACILITIES: *A meeting room*

SPECIAL EMPHASIS: *This technique is especially effective with building administrators and superintendent organizations within the state, as well as with pieces of the SDE. These groups are charged with responsibility for particular curriculum areas, and are looking for new ways to get the job done. They've got the channels, they've got the constituency, and they've got the need built in; we provide the new programs and products.*

Development and distribution of 2-page descriptive information sheets for catalogue of D/D's

FACILITATOR: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT*

DESCRIPTION:

In reviewing the information from D/Ds and the descriptive information which was coming from OE, we felt that what was needed was a means of condensing a great deal of information in a manner that would be informative, accurate, easy to read, and visually appealing.

We began by clustering 41 projects into seven categories: Interdisciplinary, Reading/Language Arts, Learning Environments, Special Education, Occupational Education, Physical Education, and Administration. Next we developed a format based on key words to help the reader first review the projects in a cursory manner. Then for each key word we prepared more in-depth information. Major key words used were Abstract, Goals and Features, Adopter Requirements, Training, Staffing, and Costs. For each project descriptors were developed and an index of descriptors was prepared so that projects could be located by descriptor as well as by major area and title.

This catalogue was distributed to anyone requesting information about a particular area, or a particular project. It was also distributed to all other State Facilitators for their reference.

RATIONALE:

School people are too busy to read through the massive amounts of descriptive information on D/Ds. It was also a matter of administrative convenience for us to have all key information about each D/D in a common format and easily accessible to each MDAP staff member.

LIMITATIONS:

Some D/Ds have changed requirements since the catalogue has come out. Catalogue only contains information on 41 of 100 projects.

FACILITIES:

Sample copies available free from MDAP

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Develop an agreement with Developer-Demonstrators to re-route information requests to the State Facilitator

FACILITATOR: *MICHIGAN — Project INFORM*

DESCRIPTION: *Problem: During the development of their projects the Developer-Demonstrators have had many visitors and requests for information with no clear cut idea of the impact of the visit or the need for further information.*

Solution: 1. Developer-Demonstrators have forwarded all previous Michigan visitor lists and previous and present requests for information from Michigan to Project INFORM. INFORM staff makes personal or phone contact with these consumers to gauge potential interest and offer Facilitator services to aid in adaptation/adoption process.

2. INFORM staff now assists Michigan Developer-Demonstrators in preparing a short survey form for all visitors to their project. This indicates future intent of consumer as well as success of awareness session in meeting consumer needs.

RATIONALE: *1. Many consumers were: (1) unaware of how to initiate the project in their district; (2) adopted components of the project without the awareness of the adoption by Developer-Demonstrators; or (3) needed either financial or technical assistance in order to adapt/adopt a project.*

2. Many Developer-Demonstrators do not have the necessary resources to follow-up visitor contacts or information requests. This technique has resulted in: (1) many fruitful leads in locating potential adopters; (2) documenting previously unknown adoptions; (3) made consumers aware of facilitator services and assistance; and (4) assisting Developer-Demonstrators to monitor the effectiveness of their awareness presentations and conserve their valuable time and energy.

LIMITATIONS:

Some Developer-Demonstrators have indicated limited resources which will not allow them to process the visitor list and requests for information to Project INFORM.

SPECIAL EMPHASIS:

Very effective in locating potential adopters for specialized Developer-Demonstrator projects such as special education, etc.

ADDITIONAL COMMENTS: *Appears more effective in locating potential adopters than educational fairs, etc. Particularly effective in that consumers go immediately to in-service stage.*

Preparation and use of a slide-tape presentation on the National Diffusion Network and Facilitator role

FACILITATOR: *MISSOURI — Project FACE*

DESCRIPTION:

A slide presentation is used for information sessions with school district personnel both in and out of the resource center; for state, local and regional meetings; and other educational meetings throughout the State of Missouri.

The slides and accompanying script provide an overview of the State Facilitator, Developer-Demonstrator, and Dissemination Review Panel roles, and Missouri's Five-Step Plan for adoption/adaptation is fully described.

RATIONALE:

The slide-tape allows for large group presentations with visual stimulation and attraction, and relieves the pressure of making several similar back-to-back presentations. Upon being exposed to the presentation, visitors/clients seem conversant about the National Network and our role in it.

LIMITATIONS:

Photography was done by local office staff in order to save time and money. Quality of some photographs could be improved.

FACILITIES:

The actual cost amounts to only the cost of the film, bulbs, developing, and tapes. Total cost is less than $10.00

SPECIAL EMPHASIS:

Technique is especially effective for larger group presentations.

ADDITIONAL COMMENTS:

Personal visits by Facilitator to districts not responding to initial awareness materials

FACILITATOR: *SOUTH CAROLINA*

DESCRIPTION:

Each school district that did not respond or inquire about the services of the State Facilitator project was placed on a list for special visitation. Project staff made appointments for personal presentations/visitations with district personnel.

RATIONALE:

It is an effort to inform the uninformed. We feel the visits have been successful when previously uninformed districts become involved.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Distribution of a monthly newsletter announcing new projects

FACILITATOR: *TEXAS - Region 19*

DESCRIPTION:

A monthly newsletter, informing members of our region of newly developed and released validated projects, is produced by Region 19. The newsletter has stimulated many inquiries which are followed up with personal contact by the Facilitator staff. The one to one relation resulting from the awareness which the newsletter creates has proven very effective for answering questions and providing in-depth project information.

RATIONALE:

1. *Creates awareness of projects available to educators in all fields of curricula.*
2. *We have a rather small area to cover (2 counties - 13 public schools and approximately same number of private schools). The personal contact has proven to be beneficial in accomplishing our objective.*

LIMITATIONS:

Limited information being furnished on Network for dissemination by Facilitators.

FACILITIES:

In-house printing department used to produce letter. Part time high school students used to stuff and mail Newsletter. Cost very minimal.

SPECIAL EMPHASIS:

Very effective for small school districts & personnel as some of these teachers handle more than one course of instruction.

ADDITIONAL COMMENTS:

This method is very effective because one Facilitator could not reach all all teachers in our region.

Direct initial awareness materials to focused target groups such as heads of language departments through use of SEA computer

FACILITATOR: *SOUTH DAKOTA*

DESCRIPTION:

The State Control Data Processing unit which prints labels for all state mailings enables us to direct our mailings to target audiences. For example, to do an awareness mailing about the Institute for Political and Legal Education, we would utilize the CDP unit's print-out of all secondary history, social studies and government teachers in the state.

RATIONALE:

Using the SEA computer address system allows us to direct information about a particular D/D to the specific audience whose needs it will most likely meet.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Use of selected focus clustering such as Reading or ECRI Project

FACILITATOR: *TEXAS — Region 7*

DESCRIPTION:

The IGE and Right to Read components combined efforts in implementing the ECRI program in twenty-six Region 7 independent school districts. All non-public schools were invited, but none chose to participate. Most Right to Read schools are IGE schools. Some independent school districts participating were neither IGE nor Right to Read schools. There was an expressed need for a reading program that caused us to focus on this one area. In September, Dr. Ethna Reid gave an awareness of the ECRI program to some of the staff of Region 7 and the Right to Read consortia consisting of seven other service centers. In December, she gave an overview in two different sites to administrators and supervisors. Representatives from several other education service centers in Texas came to this overview.

From the commitments made by administrators, two IGE Facilitators and the Right to Read Coordinator spent a week in December in Salt Lake City, Utah, training in the techniques of the ECRI program. Starting the first week in February and continuing through the first week of May, six two-hour-a-week sessions in different areas were conducted. About 200 administrators, supervisors, and some classroom teachers from about forty-six school campuses were trained in the first half of the twenty-one pods in the program. The remaining pods will be presented next fall.

The participants in our in-service will train the staffs in their schools. Some have plans to conduct pre-school in-service this summer. Stephen F. Austin State University and Texas East University gave three hours graduate credit to those participants desiring credit.

RATIONALE: *This program is particularly useful because it can be used with any reading materials in any school situations. It uses teacher techniques that have been researched and validated over a period of years. There was not time to test implementation and/or results in the schools this year because we trained the personnel that will train their staffs. However, the enthusiasm of the participants as well as the proficiency sheets they handed in each week they used the techniques were most positive in showing teacher change and student growth.*

LIMITATIONS: *ECRI is not a funded D/D; expenses included the cost of training 3 staff members and the total commitment of about 4 months of their total time, plus the expense of the travel to 6 sites to conduct in-service each week.*

FACILITIES:

The education service center had the twenty-one pods duplicated at cost and each school's cost was $35 per participant.

SPECIAL EMPHASIS:

This program seemed to fit the needs of many schools in Region 7. By combining the efforts of the IGE and Right to Read schools, and other schools that had the need for a reading program, we feel the ECRI program has been effective with teachers K-12 in any type of school setting.

County awareness sessions planned in conjunction with area superintendents

FACILITATOR: *TEXAS - Region 10*

DESCRIPTION: *County-wide Awareness Conferences are the strategy employed as the basis for informing the LEAs on a decentralized basis about available products/programs, i.e., D/D Projects.*

In Texas many counties still function under the office of "County Superintendent" which assists the small schools in many areas of school administration. In Region 10, as suggested by the Advisory Council, we contacted the County Superintendent in each of the eight counties and asked for permission to meet with the Superintendents during the respective Superintendent Meetings (most counties hold montnly Superintendents Meetings) and explain the project to them. Following this initial meeting, and with the direction of the respective superintendents, each county's Awareness Conference was planned. Each was arranged so that teachers, principals and others could attend in order to hear about the D/D Projects. The Countywide Awareness Conference format was as follows:

1. *All Conferences were scheduled to meet in libraries, cafeterias or auditoriums.*
2. *The four corners of the room were each identified as "Station A," "B", etc.*
3. *In the introductory session each attendee was given a listing of D/Ds categorically arranged.*
4. *Each attendee chose four different sessions according to needs/desires and at 20-minute intervals cycled through the four "Stations," for brief D/D description.*
5. *A form was completed by the attendees to request further information about certain D/Ds.*

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RATIONALE:
The support and involvement of the County Superintendent and every LEA Superintendent is needed to assure success of any effort involving attendance of school personnel at an event away from the school campus. Attendance figures indicated to us that administrators and teachers were informed and encouraged by their local superintendents to attend the Awareness Conference for their county.

LIMITATIONS:

FACILITIES: *Since all meetings were "hosted" by a volunteer Superintendent, there were no costs. All Professional staff of the ISD of Region 10 participated in the Awareness Conference as presenters.*

SPECIAL EMPHASIS:
Taking information to educators "in the field" has always seemed to be a particularly effective technique for our geographical region.

ADDITIONAL COMMENTS:
Such conferences can be conducted only if a limited number of D/D Projects are being presented for consideration for adoption by LEA's. As the number

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DESCRIPTION:

6. *Upon receipt of the "Interest Response Forms" a consultant assigned to the identified D/D contacts the ISD and helps them examine in greater depth, the D/D Project listed.*
7. *Once this procedure had produced an interested ISD, arrangements were made for the next step (request secondary awareness information) in this Adoption/ Adaptation process.*

ADDITIONAL COMMENTS:

of available projects expands, we can foresee some selection problems in terms of time, space, etc., needed for such an awareness experience.

Making extensive use of personal contact with LEA personnel

FACILITATOR: *UTAH*

DESCRIPTION: *Making personal contact with the administrators of LEAs (superintendent, one designated by the superintendent, or an administrator whose job it is to seek innovative, quality programs for his district) has proved one of the most rewarding techniques I have used. Once I receive an inquiry from a district, I immediately schedule an interview with the person making the inquiry, at his location if possible, even if it means considerable distance for me to travel. I bring to this meeting all available information on the programs that promped the inquiry. Meeting at the LEA location provides me not only with the opportunity for a more in-depth conference, but also some first hand knowledge of the LEA itself. I usually become acquainted with many of the administrators. They are always glad that I came to visit them. The visit seems to indicate going "an extra mile" on my part. They accept me as a part of their team.*

Once an LEA evidences strong interest in a program, I immediately present the criteria established by the Developer - Demonstrator for the adoption of the program. We discuss cost of adoption as well as great financial savings involved in adopting an already approved program over developing one from the start. During this discussion, I point out what kind of assistance I can render to facilitate adoption. If, at that point, the LEA indicates interest to the point of commitment, I then arrange for a visit to the Developer - Demonstrator site. I accompany the LEA representatives on this visit because I feel it is my responsibility to effect as pleasant and comfortable a meeting as possible between the two. I make all the arrangements and later act as liaison between the two in effecting adoption activities.

RATIONALE:
By the time I have used this technique from the inquiry through the adoption activities, I have become well acquainted with the leaders in the LEA and I am regarded as a part of their team. Their problems become my problems. We solve them together. I do not consider my work done when the adoption appears to be going smoothly and successfully. I must keep contact to evaluate the continued progress.

LIMITATIONS:
This technique is not feasible in states with large populations — unless the facilitator project is staffed to meet such demands.

FACILITIES:

SPECIAL EMPHASIS:
This technique works well in states with relatively small population and few districts.

ADDITIONAL COMMENTS:

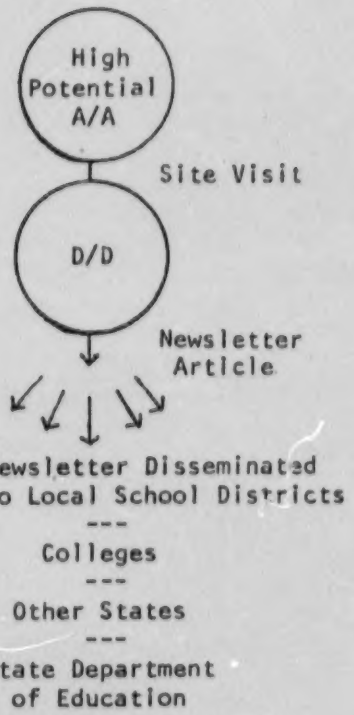
Adopter visiting a D/D submits structured report for Facilitator Newsletter

FACILITATOR: *PENNSYLVANIA — Project RISE*

DESCRIPTION:

After visiting D/D on site, the potential adopter writes a report of the visit for inclusion in the State Facilitator's newsletter. Editorial revisions and additions are added by the newsletter editor. The last paragraph of the article suggests that interested readers contact the State Facilitator for additional information.

Follow-up is then handled by the Facilitator on a personal, individualized basis. The reporting adopter may be asked to chair a cluster meeting as a result of interest generated by the article.



RATIONALE:

The written article in an organizational newsletter reaches the broad educational community — not confined to administrators. The article has generated tremendous interest in programs from educators who would not normally receive announcements or notices in the district.

LIMITATIONS:

Written articles can hardly approach motivation of on site visit.

SPECIAL EMPHASIS:

Particularly effective in reaching second level administrators, teachers and ancillary personnel such as school psychologists, etc.

FACILITIES:

Editorial or journalistic competency needed. Costs depend on whether an established house organ for dissemination exists.

ADDITIONAL COMMENTS:

Making active use of existing educational consortia such as IGE schools or regional Right to Read directors

FACILITATOR: *MINNESOTA - Southwest*

DESCRIPTION:

To increase interest and awareness of the "306" Network of specific projects, special advisors were identified who were assigned the responsibility of: 1. becoming informed about specific D/Ds, 2. advising the State Facilitator of the validity of their assigned programs and applicability to our area and, 3. assuming the role of becoming a consultant and advocate for the adoption of the "better" programs in schools. A number of these people are associated with regional educational consortia such as: Right to Read Directors, IGE Facilitator, Regional Special Education Directors, Southwest and West Central Educational Service Area Staff, etc.

RATIONALE:

The approach is fruitful because the State Facilitator is not an expert on each of the projects. The "special advisor" allows one qualified knowledgeable person to concentrate his attention on one or two projects. The tie with a consortium of schools assures a ready contact with a group of potential adopters.

LIMITATIONS:

Projects seem to get adopted in the consortium associated with the special advisors.

FACILITIES:

SPECIAL EMPHASIS:

The approach seems to be working where the "306" Facilitator is housed at a Regional Education Service Center.

ADDITIONAL COMMENTS:

The participation of these "special advisors" has been invaluable.

Occasional T.V. spots announcing in-service activities related to diffusion project

FACILITATOR: *TEXAS — Region 17*

DESCRIPTION: *Because our efforts in the diffusion network have been directed toward career education, we have incorporated information about the Lincoln County, West Virginia project which we are facilitating at Levelland, Texas into our television coverage. The news releases, designed for public awareness of the center's activities, are prepared and provided to the television stations by Mrs. Inez Moore, Director of Dissemination for this center. The following is a recent release to KLBK-TV.*

> Strategies for teaching reading and presenting career education concepts attracted 170 area educators today to two workshops sponsored by the Education Service Center, Region 17. Both sessions were designed for educators at all grade levels, kindergarten through the twelfth grade and the techniques presented were adaptable to any instructional program. Reading methods focused on the student in special education, and the association of visual and auditory stimuli.
>
> Career education is aimed at making the formal educational process more relevant to life. Eight area career education teams made preliminary plans today to present their program to other schools in Region 17. Mrs. Jo Sudduth and Dr. Woodie Coleman were in charge.

RATIONALE:

a. *A large audience can be reached. The three commercial stations in Lubbock cover all three networks and reach every community in Region 17 and several in Eastern New Mexico.*

b. *Feedback and requests from viewers.*

LIMITATIONS:

Occassionally the stations do not use the stories or run them in low viewing hours.

FACILITIES:

One person or division needs to have responsibility for this; others may assist.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

We feel it is useful if used practically (not over-used).

Awareness presentation to region-wide, Specialty-related groups

FACILITATOR: *NORTH CAROLINA — Southeast*

DESCRIPTION:

Housed in the Regional Center, the Southeast Facilitator is in close daily contact with SEA program-specific consultants (e.g. Reading, Exceptional Children, Early Childhood, Testing and Evaluation, etc.) as well as in a position to monitor program-specific SEA consultants from Raleigh coming into the Region. The Facilitator arranges a small period of time during an upcoming meeting of any consultant's client group. After having gleaned from the repository of D/Ds projects relevant to that group, a brief synopsis of each is compiled for a handout. Following an exceedingly terse definition of D/Ds and SFs (in general), the Facilitator reviews the projects on the handouts during the time allotted. The most important tactic here is staying within time allotted, usually best handled by not answering questions during meeting, but rather after.

RATIONALE:

Useful primarily for visibility, coverage (cost-efficiency), chance to observe individuals among peer-group, identify leaders, change-mongers, etc.

LIMITATIONS:

Should not be assumed to relieve SF of one-to-one conferences; rather facilitates them.

FACILITIES:

An overhead is useful if you can make transparancies of handouts.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Radio interview describing Facilitator operations

FACILITATOR: *NEW MEXICO*

DESCRIPTION:

The first radio interview was broadcast in September. The NMESC Director and Assistant Director were interviewed by the station's news director during a half hour taped program. The program gave a brief overview of the role of the State Facilitator. Specific D/D projects were not mentioned as few were validated at that time.

The second radio program began a series of weekly, live call-in sessions called "Dimensions in Education." The first of the series consisted of one member of NMESC acting as moderator questioning the other members of our staff regarding the overall purpose of the National Diffusion Network as well as specific information on programs adopted in New Mexico during the past year.

Future programs have been scheduled with other persons interested in educational issues.

RATIONALE:

Dissemination of information to the entire community. It also provides an opportunity for a dialogue on educational issues of concern to all citizens.

LIMITATIONS:

It is difficult to determine the effectiveness of this approach beyond the responses received during the broadcast.

FACILITIES:

No cost if Facilitator staff agrees to contribute weekend time to the effort.

SPECIAL EMPHASIS:

The total community has an opportunity to respond to this dissemination effort as opposed to only educators. Parents, for example, have responded to the broadcast.

Development and/or production of awareness materials through the use of students in facilitator-connected LEA

FACILITATOR: *MISSOURI — Project FACE*

DESCRIPTION:

The commercial art class at the local high school was contacted concerning their interest in preparing a brochure to be used by FACE Center as its first initial awareness.

The art class was responsible for the design, photography, and layout of the brochure. The FACE staff provided the narrative.

The local school Vocational Print Shop made the printing plates, and was responsible for production of brochures.

RATIONALE:

Gave us an opportunity to select from several brochure layouts prepared under the direction of a commercial artist. The cost factor enabled us to reduce our brochure expenses. The only cost involved was for the purchase of materials. It also provided additional experience for student portfolios. We were able to have 5000 brochures produced from start to finish at a cost of $95.00.

LIMITATIONS:

Deadlines had to be somewhat flexible to meet students' schedules.

FACILITIES:

SPECIAL EMPHASIS:

Allowed us to involve our LEA in FACE Center Activities.

ADDITIONAL COMMENTS:

Placement of program coordinator in State Department of Education

FACILITATOR: *CALIFORNIA*

DESCRIPTION:

Placement of a liaison person in the State Department of Education proved extremely effective. This person maintained communication channels between the various special interest divisions with the State Department of Education and Developer-Demonstrator projects that are proven solution strategies to their specific (California) needs. This person also maintained liaison between all State Department personnel aware of a great variety of potential solutions for area needs where development strategies for solutions are hard to come by.

RATIONALE:

This particular strategy of cooperation has proven to be valuable both ways — as State Department resources for mailing and other communication channels have been used by the Facilitator project. Complete implementation of this component has not been fully realized as our agent in the State Department has been there only a few months as of this time of the project year.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS: *This liaison could easily extend the usefulness of the State Department of Education with a variety of solutions to recognized needs throughout the State. These officials — working throughout the State with every conceivable kind of situation and in every subject area — need a hands-on source of solutions. Solutions to many of these needs have been developed for dissemination and need only*

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SPECIAL EMPHASIS:

to be requested. Project personnel have assisted validated projects' personnel with their grant proposal for Title III, 306 funds. Our guidelines curtailed our helping other worthwhile projects with this task; possibly this could be changed for this coming year.

News Conference resulting in press and T.V. coverage

FACILITATOR: *NEW MEXICO*

DESCRIPTION:

We wished to inform the local news organizations of NMESC in the most efficient manner possible. A "Press Open House" format was selected as opposed to a formal press conference.

Invitations to the September 24, 1974 meeting were prepared in the form of press releases and hand delivered along with a brief explanation of NMESC to major local news outlets as follows:

1. *Two Albuquerque daily newspapers,*
2. *Three regional weekly newspapers,*
3. *Four Albuquerque TV stations (3 commercial and 1 PBS),*
4. *Five Albuquerque radio stations*

Also invited and attending the session were the New Mexico Superintendent of Education, the SDE Director of Elementary and Secondary Education, and the SDE ESEA Title III staff.

During the reception a prepared statement was given to members of the press by the NMESC Director. All NMESC staff had an opportunity to discuss with guests the State Facilitator functions. The State Superintendent also made a brief statement to the press. A follow-up press release was delivered that same day to news organizations not represented at the reception.

RATIONALE:

We felt a large number of people would be informed of our operation in a very cost-effective way by this approach. We received 28 column inches of coverage in the state's largest daily newspaper and film coverage by Albuquerque's most popular TV station. The state's largest weekly newspaper group printed a news item with a photograph, and NMESC's director and assistant were subsequently interviewed for thirty minutes by an Albuquerque CBS radio affiliate. UPI relayed the follow-up press release and prepared statement resulting in additional coverage around the state.

We wished to acquaint the press with NMESC and also establish a working relationship for future coverage. This has been accomplished as evidenced by D/D workshop and implementation news items.

SPECIAL EMPHASIS:

This approach is useful in informing the general public of the State Facilitator role.

FACILITIES:

Knowledge of state & local news outlets and personnel is helpful.

Cost refreshments is the only expense.

Use of a representative statewide Board of Directors for major policy decisions

FACILITATOR: *COLORADO*

DESCRIPTION:

The Colorado State Facilitator Project is sponsored by the State BOCS Association. A decision was made by this group to house the project in the Northern Colorado Educational BOCS because of the computer capabilities contained in this unit. However, in an attempt to insure that the Colorado State Facilitator Project truly represented the State of Colorado, a Board of Directors was formed to govern project activities. The Board of Directors is made up of three staff members of the Colorado Department of Education (including the State Title III Director), a lay member from the State Title III Advisory Council, a school superintendent and state BOCS directors. This group reviews and approves all project activities and strategies. In addition, they reviewed the project proposal renewal. This group has provided a viable mechanism to provide input and direction from a variety of educational levels.

RATIONALE:

This group has lent credibility to the 306 Project; it insures that state-wide interests are maintained; and provides valuable input from a variety of educational resources.

LIMITATIONS:

The only major limitation is that the decision process is sometimes delayed.

FACILITIES:

Travel and meals are provided for Board members.

SPECIAL EMPHASIS:

This mechanism provides a good liaison tool with the Department of Education, the BOCS and public schools in the state.

ADDITIONAL COMMENTS:

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Development and distribution of a "Facilitator Center Guide"

FACILITATOR: *INDIANA*

DESCRIPTION:

The Indiana Facilitator Center Guide was developed in the early days of the project in order to (1) briefly introduce and describe the National Diffusion Network, (2) identify the nature and role of D/Ds in the Network, (3) identify the nature and role of the SF in the Network, (4) outline the process by which an LEA might use SF services, and (5) define the criteria that would be used in allocating SF services to LEAs. Printed in quantity, the Guide has been widely distributed — by mail, at conferences, to all visitors to the Center, etc. The Guide functions both as an awareness piece and as a basic tool for rationalizing and justifying the decisions which must be made in allocating Facilitator Center services and resources.

RATIONALE:

The determination of operational criteria at the beginning of the SF project seemed the only reasonable alternative to chaos. To share full information about the criteria openly and broadly was one factor in establishing visibility and credibility for the Facilitator Center. It was also a means of assisting schools to maintain realistic expectations about SF capabilities.

LIMITATIONS:

The criteria set forth in the Guide rested upon an assumption that the process from initial awareness to institutionalization of an adoption would be more orderly than has proven to be the case. Each D/D and each adopter are proving to be sufficiently idiosyncratic that standardization of procedure and of application of the criteria is often difficult. At the same time, the criteria, in spite of difficulties, do provide a basis for decision-making without which it would be impossible to make an equitable distribution of services.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Cooperative dissemination activities with other educational agencies

FACILITATOR: *CALIFORNIA*

DESCRIPTION:

Cooperative dissemination activities with other educational agencies has been effective, as our first major thrust was with the California State Department of Education dissemination section doing traveling seminars. These dissemination seminars were strategically and cooperatively planned by the State Department of Education, State Parent-Teacher Association, and ACSA (Association of California School Administrators) officials to be placed where the largest possible group of potential adopters could be reached. The Facilitator project was just one of twelve presenters at these meetings but this exposure netted in excess of two-thousand requests for Developer/Demonstrator project materials. These seminars had an additional residual effect with over twenty requests to present the Facilitator program of Developer-Demonstrator projects to school district personnel where teachers could have a hands-on exposure to project materials. This exposure also created very enthusiastic audiences for out-of-state Developer-Demonstrator projects when they could enter our state. This has now happened with several Eastern projects, where we could coordinate three or more presentation sites with appropriate audiences for each subject concerned.

RATIONALE:

This technique was particularly effective when working with other agencies involved in various strategies of diffusion. All have solution strategies that they feel work; by combining all knowledge and attempting various strategies one can develop workable models. We have actively worked with Phi Delta Kappa as well as Title III and Title VI, all three devoting substantial resources to a concerted diffusion/dissemination effort.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Use of existing consortia such as BOCS

FACILITATOR: *COLORADO*

DESCRIPTION:

There are 17 Boards of Cooperative Services (BOCS) in Colorado, comprising all but 10 public school districts. These organizations meet on a regular basis with all member superintendents attending which provides an excellent forum for disseminating information. The Colorado BOCS Association was instrumental in the sponsorship of the Colorado Facilitator Project. As a result, the BOCS have been project advocates and act as agents for the project in identifying needs, providing information on nationally available educational solutions and in putting districts in contact with the Colorado State Facilitator Project. During the 1975-76 project year, the BOCS have agreed to supply one member of their staff to attend an in-depth training session sponsored by the Facilitator Project. These individuals will become familiar with the complete facilitation process and the D/D projects available to them. They, in turn, will act as a catalyst when working with member districts in their BOCS. This extension of the Facilitator Project will provide input in making available innovative educational solutions to local educational needs. In addition, all BOCS directors receive detailed reports of project activities and direction.

Non-BOCS districts are contacted directly and through other organizations, such as the Denver Area Superintendents Council and the Northern Area Superintendents Council.

RATIONALE:

This technique is particularly useful by extending the dissemination capabilities of the Facilitator Project through existing communication channels. It provides the opportunity to contact the majority of school districts in the state with a minimum of travel and individual contacts. The effectiveness of this method has been evidenced by the breadth of awareness accomplished by the Colorado Facilitator Project.

LIMITATIONS:

The group of individuals involved has been limited primarily to school superintendents. We project that the training of a BOCS agent will extend that contact through most echelons in Colorado districts.

FACILITIES:

Staff time and travel is involved in this venture.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

demonstration-

interest

Use of a needs assessment process built around a Q-Sort concept

FACILITATOR: *TEXAS - Region 15*

DESCRIPTION: *Goal statements were derived from Goals for Public Education in Texas and Sarasota, Florida. These goal statements were condensed to 22 goal sentences. Each district validated the statements with a committee composed of administrators, teachers, students and community representatives. These committees deleted and/or added to the statements so that each district submitted 25 to 28 goal statements to three audiences: community members, school staff and students. These validated statements were numbered and typed so that they could be cut into separate strips. Instructions for respondents and 5 pocket outlines were printed on one sheet.*

Community members were mailed a letter of transmittal from superintendents with a postage paid return envelope. Voter registration lists or parents served as sources for mailing lists. Students and staff members were each provided a packet. Packets with goal statements prioritized by placing in pockets as directed were returned to the Education Center for tabulation. A value of 5 points was assigned to pocket 1, 4 points pocket 2, 3 points pocket 3, 2 points pocket 4, one point pocket 5. The item receiving the largest point total after tabulation was assigned highest priority and descending to lowest priority with the least points.

SUMMARY OF IMPORTANT STEPS:

1. *Short concise validated goal statements.*
2. *Clear directions for Q-Sort procedures.*
3. *Packets small enough for mailing.*
4. *Easy computation of results.*

RATIONALE:

Allows input from larger groups of people in communities and gets a high percentage of returns from the community. Returns from mailout ranged from 30 to 80% in 4 communities. About 20 minutes is needed to prioritize goal statements.

LIMITATIONS:

Brevity of statements may in itself be limiting. Requires a good bit of staff time in computing data.

FACILITIES:

Off-set printer or Xerox. Relatively large amount of labor in cutting and stapling.

SPECIAL EMPHASIS:

This instrument used as a mailout in largely rural areas. Best community response from voter registration lists and civic clubs.

ADDITIONAL COMMENTS:

Have a member of the community (e.g., school committee person) attend D/D training with teachers from LEA

FACILITATOR: *SOUTH DAKOTA*

DESCRIPTION:

Schools that are sending 3 or more people for training are encouraged to include a board member or a parent. We feel that the earlier a community member is included and made part of the decision-making process, the more likely participation in and commitment to the adoption process will be. This also insures that the board or community will have access to information about the project that they may not otherwise have.

RATIONALE:

LIMITATIONS: *Expense*

FACILITIES:

SPECIAL EMPHASIS:

Effective in groups where the superintendent is sensitive to who his informal and/or formal decision-makers are.

ADDITIONAL COMMENTS:

Use of explicit commitment criteria and rating scale to select adopters

FACILITATOR: *MICHIGAN - Project INFORM*

DESCRIPTION: *Though general commitment criteria is negotiable and dependent upon the needs and resources of individual LEAs, Project INFORM requires two non-negotiable items in its contract with the LEA. 1. A district must include in its on-site visiting team the following personnel: central office administrator, principal(s) of participating school(s), teachers of participating schools, Board of Education member and/or active community members, and students if applicable. Additionally, each team participant must submit a letter to us indicating anticipated goals and expectations of the on-site visit.*

The same requirements are applicable for in-service training with some exceptions. The central administrator, Board of Education member and/or community person are not required to attend the full in-service training sessions offered by the Developer-Demonstrator. 2. A further requirement before in-service training takes place is a letter of support for the adaption/adoption by each participant. This must be received by Project INFORM before in-service occurs.

The rating scale is used at that point in the diffusion process when team members make a joint decision to adapt/adopt a project based on on-site observation or awareness presentation by D/D or State Facilitator Staff. The scale includes all the possible commitments which could be made by a district plus the commitment made by Project INFORM and the D/D. INFORM staff work out with the team specific commitments. The scale is then rated via a point system. Ostensibly this would enable the project staff to make specific district selections if demand should exceed the resources of Project INFORM. An additional asset of this strategy is that it gives all participating elements an opportunity to clearly delineate resources before a contractual arrangement is made.

RATIONALE:

This strategy insures the involvement of all of the educational community in decision-making. Legitimization of the innovation by all of the educational community is enhanced by this technique.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

This has proved effective with every adapting/adopting LEA regardless of demographics, etc.

ADDITIONAL COMMENTS:

Organize meetings for special groups such as urban school districts

FACILITATOR: *NEW JERSEY*

DESCRIPTION: *A series of meetings was run at which the availability of the D/D projects and the adoption process were described as an added service of the State Department of Education to the group being addressed.*

One of the groups selected, urban school districts, was targeted for a presentation because we realize they are often tough systems to get into and to make a change with. Decision-makers from urban school districts in the form of superintendents, curriculum coordinators, etc., were invited to the meeting by the New Jersey Commissioner of Education. The question we put before them after we finished our presentation was: How can we best impact on your arena if you are, in fact, interested in being impacted?

RATIONALE:

With 600 school districts in the state, various special groups each having its own particular problems are often hard to reach. We feel these "special group" meetings enable us to overcome some of this difficulty.

LIMITATIONS:

Often, the only way to get these people out is with an invitation from the State Commissioner of Education.

FACILITIES: *Lunch was provided.*

SPECIAL EMPHASIS:

You have to be able to react to and deliver on the interests/needs expressed.

ADDITIONAL COMMENTS:

Arranged for personnel from LEA to visit D/D site for training

FACILITATOR: *MINNESOTA - North Central*

DESCRIPTION: *After the initial awareness of projects had been accomplished, the interested LEAs followed this process:*

1. *Provided supportive local needs evidence.*
2. *Provided supportive local commitment evidence.*
3. *Formally applied for funds.**

The Facilitator project then followed this process:

1. *Screened applicants and selected recipients (accomplished by project advisory board.)*
2. *Provided funding: Included all costs (teacher sub., transportation and per diem costs.)*
3. *Arranged with appropriate D/D sites for training on the D/D site.*
4. *Arranged and provided for follow-up technical assistance on LEA site. (This was accomplished by sharing costs between SF and D/D.)*

**Note: The applicant also provided a commitment to:*

1. *Serve as a local demonstration and information center for the D/D program.*
2. *Agreed to participate in workshops to present information and training for other LEAs within the SF project area.*
3. *Agreed to provide process and evaluation information to the SF project.*

RATIONALE:

It provided a thorough and comprehensive program which prepared the LEA for adopting the project. The follow-up local technical assistance served to provide support and answered questions which may have developed in the planning and/or piloting phase.

The D/Ds are being implemented using the above process.

LIMITATIONS:

It is expensive! However, it produces more adoptions than a one-shot visitation.

FACILITIES:

SPECIAL EMPHASIS:

The element of providing as complete an awareness as possible before securing commitment appears to be important.

ADDITIONAL COMMENTS:

At the present state of understanding diffusion it would appear to be cost-effective. The commitment of example schools has produced spin-offs in other schools.

Presentations to Superintendents' Advisory Councils

FACILITATOR: *NORTH CAROLINA — West*

DESCRIPTION:

The Western Regional Education Center serves sixteen counties with nineteen administrative units located inside the service area boundaries. Once each month, the nineteen superintendents meet in an official decision-making body to discuss the plans, problems, hopes, aspirations, etc., for the entire region. Decisions at the conferences are made concerning the education of roughly 100,000 students who are enrolled in the region's schools.

The Director of the Center is a member of the State Superintendents' Executive Council. He related the thinking of the Superintendents' Council members to the State Superintendent, and, in turn interprets state level decisions, procedures and policies to the local Superintendents at their next council meeting.

During the Superintendents' Council monthly get-together, each consultant located in the Regional Center is given time to make a short presentation to the group as a whole. The Facilitator has spoken to the group each month since assuming the position. Decisions which could consume hours, days or even weeks are made in a matter of minutes through the vested authority of the Council Members.

RATIONALE:

Having a Regional Director who acts as an official liaison between the State Superintendent's office and local level superintendents saves countless trips to Raleigh, many telephone calls, and untold hours of corespondence. This by no means implies that any superintendent or groups of superintendents cannot approach the State Superintendent with concerns and/or problems; this procedure does imply that savings are realized when the Council acts as an official body on common concerns and/or problems.

FACILITIES:

Requires no special facilities and affords a great savings in funds.

SPECIAL EMPHASIS:

The Regional Director can act as a spokesman both for the members who compose the Regional Council as well as SDPI officials.

Facilitator sponsors a number of potential adopter visitations to developer sites

FACILITATOR: *OHIO*

DESCRIPTION: *We decided that examining curriculum materials and/or viewing project presentations by D/Ds did not provide adequate information. Most school district administrators require much more in-depth project awareness before they are willing to commit the resources necessary to adopt a project. We developed a procedure by which interested school districts could apply to the Ohio Facilitation Center for reimbursement of certain travel costs to D/D sites. In addition to submitting an application for travel assistance, the LEA representative must also contact the D/D site to establish a date for the project visitation. After the visit is made, an invoice and a brief evaluation of the visit is submitted to the Facilitation Center. Reimbursement for certain costs is then provided.*

RATIONALE:

This allows the potential adopter district to view the project in action and to talk one-to-one with the project developer.

LIMITATIONS:

This procedure could be abused by persons wanting to take a trip at someone else's expense. Thus far though, approximately 50% of the visits have resulted in project adoptions.

FACILITIES:

Average costs for such trips for three persons has been about $500.

SPECIAL EMPHASIS:

This procedure works best when used for groups which have previously received a good deal of information about the project.

ADDITIONAL COMMENTS:

Use of immediate telephone follow-up for expressions of interest from LEAs

FACILITATOR: *NEBRASKA-IOWA*

DESCRIPTION:

We have found the turn-around time by mail too long for the most effective follow-up to LEA interest. For this reason, a great many of our contacts with the LEAs are by telephone. They also appreciate this opportunity to discuss in more detail, their interests and requests. Telephone follow-up to the receipt of LEA Priority Needs Assessment is particularly effective.

RATIONALE:

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Send potential adopters to facilitator presentations in adjoining states

FACILITATOR: *COLORADO*

DESCRIPTION:

Through informational contacts at national conferences, a regional group of facilitators, including Colorado, Kansas, Nebraska, Iowa and the Dakotas, agreed to cooperate with each other by providing information on their state activities. Primarily, this involved allowing out-of-state parties to be sent to that particular state's demonstration workshops or training sessions. This cooperative commitment was a joint decision and should not be considered strictly as a Colorado venture. We have found this to be cost-effective in providing awareness opportunities when there is low incidence interest in a particular state.

RATIONALE:

1. *Cost effectiveness.*
2. *Provides greater mileage from D/D time.*

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

This is perhaps a technique that could be used by groups of other regional facilitators.

Invite representatives of LEA to discussions at the Facilitator site resource library

FACILITATOR: *MISSOURI - Project FACE*

DESCRIPTION:

The two-room Facilitator Center was established to enable the staff to use one room for office business and the second was turned into a resource room with shelves housing soft-ware from D/D sites. The resource room allows for display areas of D/D materials and also provides space for large group presentations. The room is large enough to allow several small groups to work simultaneously with different D/D Projects.

School districts who have inquired about Facilitator services are invited to visit the center to receive an overview consisting of a slide presentation of FACE services, plus an overview of previously stated areas of interest. Following the overviews the visitors are allowed to further research the material at their own leisure in the resource room.

Located in the geographic center of the state, the Missouri Facilitator offers mileage stipends for travel to the center in lieu of Facilitator travel to the LEA.

RATIONALE:

The technique appears effective because it allows the Facilitator staff to consult with more LEAs than traveling to individual school districts would allow.

It also allows LEAs to become familiar with materials before visiting the actual D/D site.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS: *This technique allows the staff to entertain at least two or three school districts a day with a group of five or more from each school district.*

ADDITIONAL COMMENTS:

Actively working with a multi-functional group at each adopting school

FACILITATOR: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT (MDAP)*

DESCRIPTION:

During the trial phase, those teachers who are directly involved in the implementation will receive direct contact from an MDAP staff member. This contact will be in addition to follow-up support group meetings.

Contact immediately following training is intensive; it is reduced as the teachers become more comfortable with the new program. The contact is also less direct as the support groups begin to function and as the adopting teachers begin to act as resources to each other, thereby lessening the dependence on the MDAP staff member.

Contact is both on-site and by telephone.

RATIONALE:

Immediately following training, there is a tendency for adopting teachers to feel awkward with the new techniques that they are supposed to be implementing. This awkwardness typically results in teachers avoiding the new behaviors or feeling inadequate. Personal contact gives support and reminds the adopters that there are expectations for the adoption.

LIMITATIONS:

The contact is time consuming.
There is a tendency for the MDAP staff member to be seen as the expert and be depended upon.

FACILITIES:

Problem-solving skills and consulting skills are necessary.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Potential adopter required to make direct contact with Developer-Demonstrator after awareness

FACILITATOR: *SOUTH DAKOTA*

DESCRIPTION:

We hesitate to act as go-between for a school and D/D with regard to setting up dates, times, reservations and so on. We request a detailed budget breakdown and keep in close contact with the school but the actual arrangements are made by the school personnel requesting a visitation.

RATIONALE:

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Technical assistance to adopters in developing and justifying a FY 76 budget to include adoption

FACILITATOR: *TEXAS - Region 2*

DESCRIPTION:

Once a decision has been made to adopt a D/D program, the State Facilitator from the Education Service Center meets with the principal and/or superintendent who will be the most directly involved in implementing the program. Adoption requirements (costs of materials, facilities, staff members, special training, scheduling, etc.) are reviewed.

Those resources already available to the school are "checked off." Those resources remaining on the list are categorized as to "budget items" or "non-budget items" (such as re-scheduling classes and/or personnel, etc.). Non-budget items are assigned to a committee or task force which will recommend ways to obtain these resources. Contact people and alternate solutions are contained within their report.

Budget items are ranked according to priority within the D/D program. Sources of funding (PTA, community group, school board, school activity fund, pancake suppers, etc.) are suggested for each item. Committees are then assigned the task of investigating each funding source and asking for the necessary amount of money.

RATIONALE:

This problem-solving procedure is a systems approach which requires the LEA to assess its needs and then locate resources to apply to the proposed plan of action. When all required resources are located, the technique will have accomplished the goal.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

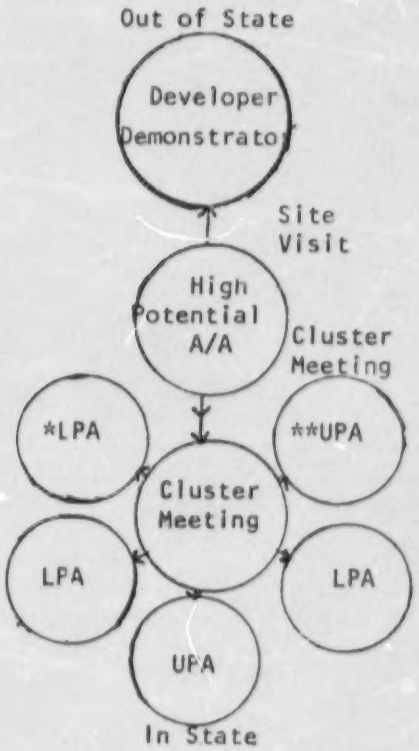
ADDITIONAL COMMENTS:

After visiting the D/D, chairs a cluster meeting of other interested adopters

FACILITATOR: *PENNSYLVANIA — Project RISE*

DESCRIPTION:

After initial awareness level materials are sent, interested high potential adopter visit on-site. Upon returning, high potential adopter meets with LPA (low potential adopters) and UPA (undecided potential adopters) to report on the visit. LPAs and UPAs are identified from pool of requesters as those desiring information only on specific D/D. In some cases a consultant from the D/D may be brought in to reinforce the cluster meeting. High potential A/As chair the meeting and field the questions from LPAs and UPAs. State Facilitators provide logistic support, financial support (1/2 expenses for potential A/A — high low, and undecided; and full expenses for consultant, etc.



* LPA - Low Potential Adopter
** UPA - Undecided Potential Adopter

RATIONALE:

Cost effective — Some school districts can make decision not to travel to D/D site because of points made at conference about constraints, situations, etc.

Usefulness — It has already worked in regard to UTAH-ECRI program.

LIMITATIONS:
Clusters will never have the impact of an on-site visit, but can generate enthusiasm for a project.

FACILITIES:
SF staff should be present at cluster meeting. Additional travel monies may be needed. SF should have a good background in confluence — SM group logistics.

SPECIAL EMPHASIS:
It seems to be a motivating factor with school districts who are undecided about a program and who do not have funds to undertake a trip to the site with a team complement. (called low potential adopters)

ADDITIONAL COMMENTS:

Involvement of a Curriculum Council in decisions regarding the adoption of D/D projects

FACILITATOR: *TEXAS - Region 2*

DESCRIPTION: *Many of the larger school districts in our Region have an on-going needs assessment and program planning activities. Long range goals are an integral part of the administration of the districts' instructional programs. In contrast, small districts often lack personnel and time to undertake extensive needs assessment and long-range planning. The Education Service Center has tried to assist smaller districts with these tasks.*

The Education Service Center has provided technical assistance to all LEAs in organizing Curriculum Councils. Some of the functions of these study groups include assessing school-wide curriculum needs, evaluating the effectiveness of instructional programs, and insuring the coordination and continuity of instruction. Membership on the Council includes the superintendent, secondary and elementary principals, and teachers from both levels.

Five meetings are scheduled during the school year. Others may be called when necessary. Items on the agenda may be listed by any member. A chairperson is elected from the membership by a majority vote at the first meeting. Organizational patterns vary among schools which design the Council to match their own needs.

The ESC State Facilitator provides organized Curriculum Councils with awareness level information about the S/F Project. When a Council requests detailed information about a particular Developer/Demonstrator, the ESC Facilitator provides this information. The Facilitator's role during the adoption process is the same as with any other potential adopter.

RATIONALE:

In the development of a curriculum a vast number of decisions must be made by a wide variety of decision-makers. If the curriculum is to remain relevant, a continual process of interaction between these curriculum makers must be provided for in the form of an officially constituted curriculum study group.

LIMITATIONS:

FACILITIES:

Release time for teachers to attend meetings.

SPECIAL EMPHASIS:

Effective in small districts with special needs.

ADDITIONAL COMMENTS:

Awareness building through special project drive-ins

FACILITATOR: *NEBRASKA-IOWA*

DESCRIPTION:

Representatives from approved projects are invited to give one-day awareness presentations consisting of a short overview to the total audience in attendance during the morning. During the afternoon the project representative repeats a more in-depth presentation lasting approximately one and one-half hours. The LEA participants can attend the afternoon sessions of their choice. All afternoon presentations are conducted concurrently.

RATIONALE:

LEA administrators are invited to send one or more representatives to participate in these awareness Drive-In Conferences. Comments from participants and presenters indicate that this format is well received. Some adoptions have resulted from contacts initiated at these conferences.

LIMITATIONS:

LEAs have greater difficulty freeing people to attend in the Spring. Recommend Fall and Winter for this format.

FACILITIES: *We have used a Ramada Inn and one Intermediate Education Agency facility. The Facilitator project has picked up nearly all the cost for presenters' travel, lodging, meals, and the noon meal for all participants. As Facilitator we have provided nearly all the A.V. equipment needed by presenters.*

SPECIAL EMPHASIS:

These appear to be best if they concentrate on one area such as reading, L.D., etc.

ADDITIONAL COMMENTS:

Presentations to University personnel

FACILITATOR: *NORTH CAROLINA — West*

DESCRIPTION:

Various consultants located in the Regional Center are invited periodically to deliver a paper and sometimes to teach classes at either Western Carolina University (WCU) or Appalachian State University. University level personnel are invited to attend the Superintendents' Council meetings in order to broaden their concept of the totality of Regional operations.

Five of the Professional Staff members have been elected adjunct Professors by WCU and, along with the entire scope of Facilitation, university personnel and the students taught will become more fully aware of the total concept of Regionalization.

The Facilitator has given two presentations, at the graduate level, to WCU students. Meetings between the Facilitator and faculty members of WCU occurs each four to six weeks. Common concerns are discussed. Mutual aid is offered.

RATIONALE:

We do not stand alone. The area universities and colleges provide vital inputs which are necessary as we view education as a total commitment at all levels.

LIMITATIONS: *Time*

FACILITIES:

Meetings are usually arranged at the university or college campus or at the Regional Center's Conference Room.

SPECIAL EMPHASIS:

University and college professors are also in the business of education; cooperation is the key.

ADDITIONAL COMMENTS:

Required that potential adopter submit application to D/D through the Facilitator

FACILITATOR: *OHIO*

DESCRIPTION:

Those Ohio school districts wishing to adopt a certain program must submit an application to the Ohio Facilitation Center. We provide the application form with instructions for completing it. Through this application, the interested LEA explains the need or needs present in the district which might be met by the project. In addition, the applicant submits an itemized estimate of the costs to the district for a year long project adoption and a cost figure for the services desired from the Ohio Facilitation Center. Since we are not usually well informed of the criteria used by D/Ds in selecting projects and the availability for training adopters, we forward all applications to the appropriate D/D for approval or rejection.

RATIONALE:

This has kept us from approving an application and then finding out that the D/D will not or cannot work with that district.

LIMITATIONS:

FACILITIES:

An appropriate application form had to be developed.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

We feel this procedure has kept us out of potentially embarrassing situations.

Serve as information linkage between LEAs and D/Ds

FACILITATOR: *NORTH CAROLINA — Southeast*

DESCRIPTION: *After having identified (for own use) linkages, we encourage a concentration of effort and enthusiasm on one project per LEA for "adopter grant" (state funds to assist in adoption). Once familiar with the project, the LEA is put in contact with the D/D and encouraged to assume more and more responsibility for contacting and working with D/D. Details of (state-funded) visits to D/Ds are left to the LEA. SF provides technical assistance during writing of adopter grant proposals. After approval of adopter grants, SF and SEA Title III staff assist in coordinating training workshops conducted in state.*

The typical non-adopter grant adoption is a multi-unit adoption. Having identified mutual concerns(viz. D/Ds) among LEAs, we assist in bringing D/D personnel in for training at SF expense; LEAs bear cost of transportation to training site, materials, etc. (Multi-unit does not necessarily mean all 18 units in region, just more than one LEA.)

RATIONALE:

With a one-man State Facilitator, one needs to economize on time.

To date we've accomplished approximately 21 adoptions (within 18 LEAs; 220 schools; 128,000 ADM) and an equal number of adaptations.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

State funds are helpful when D/D training, implementation and materials are expensive.

Provide portable files of D/D project materials upon request of potential adopters

FACILITATOR: *NORTH CAROLINA - Southwest*

DESCRIPTION:

The Facilitator at the Southwest Regional Education Center in Albemarle, North Carolina, maintains portable files which contain all information and products provided by D/D projects. Normally the letter size Globe-Weis files are large enough; however, some projects have large containers of information, thus the Facilitator can utilize the D/D container or assemble the information in large portable file containers. Each file is assigned a catalogue number and contains an inventory card (incomplete) and a check-out card.

If after recipients have received awareness information distributed by the Facilitator's office additional information is needed, a request is made to the Facilitator's office via phone, personal visit, or request slip. The Facilitator then selects the appropriate portable file and visits the person requesting the information (sometimes other SEA consultants deliver the portable file or the person requesting the information picks it up at the Facilitator's office.)

A quick review of the information is given by the Facilitator and the portable file is left (checked out) with the recipient for a reasonable amount of time (approximately two weeks.) For high demand projects, the Facilitator may have multiple files.

The extended checkout period allows for review by several parties in a school setting and allows for review in the absence of both the D/D and the Facilitator. Should the reviewers have questions needing immediate answers, they can call either the D/D project or the Facilitator. After the interested party has had sufficient time to review the portable file, the Facilitator will "make the rounds" and pick the file up. It should be pointed out that in "making the rounds" the Facilitator can have meetings with several contacts in different institutions on each travel circuit.

RATIONALE:

The portable files allow for maximum capability and flexibility in dealing with large numbers of variables and they allow the potential adopters to analyze D/D material at their convenience instead of at the Facilitator's convenience.

LIMITATIONS:

Multiple portable files are difficult to carry. They are also expensive.

FACILITIES:

The file boxes cost about $4.00 each.

SPECIAL EMPHASIS: *It would possibly be more appropriately used within regional Facilitator operations rather than state-wide - however, I can also see state-wide and inter-state possibilities.*

ADDITIONAL COMMENTS:

Use of demonstrations/presentations to interested school systems

FACILITATOR: *NEW MEXICO*

DESCRIPTION:

Demonstrations and AV presentations were used in awareness efforts for Project HOPE. Once potential adopters had been identified, arrangements for showing the project film were made. Those attending the showings were encouraged to use the film for further awareness meetings with parents, teachers, administrators and boards of education.

A movement education demonstration and the film were presented at an educational conference by members of our staff.

RATIONALE:

To date, the film has been viewed on 50 different occasions by a total of 1,078 people. At least eleven New Mexico school systems are committed to adoption of the program.

LIMITATIONS:

Participation in activities or viewing a well developed AV presentation are effective techniques for describing a program to any group.

FACILITIES:

Access to a movie projector.
Basic knowledge of movement education is needed to present the demonstrations.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Strategy of communicating with adopters at least once every two-weeks

FACILITATOR: *KANSAS — Project LINK*

DESCRIPTION: *Once a client school had been identified, it was felt that it was necessary to maintain a regular two-way communication between the client school and Project LINK. This communication has three main purposes. They are: (a) To develop and maintain an open communication relationship with client schools. (b) To make sure that certain key functions were communicated to the client. These included procedures that had to be followed. A process was going to be followed and implemented with the client. (c) By designing and modeling our communications to achieve certain tasks, the client could use our model when he developed communications for local clients and open up communication channels.*

The communications with the client are basically of two kinds. (1) The client was contacted either by mail or by telephone. Telephone conversations were scheduled to occur at least once every six weeks. Very often there was a need for this phone call in terms of development of information that needed to be passed on to the client. If that need did not arise, then the call was made to the appropriate member of the district merely to say "Just checking to see how things are going; where are we, how are things going with the plan?, etc." (2) Regular communications were of a variety of activities such as, (a) invitations to attend and participate in a workshop, (b) evaluations and reports on workshops held, awareness information relating to D/Ds, (c) abstract information about all D/Ds and processes that are available (d) handbook for client use, (e) Christmas cards from the LINK staff, (f) requests for information for clients to have input. We felt it was essential to develop as early as possible an informal, open relationship between LINK and the client. It seemed to us the best

(Cont'd)

RATIONALE:

LIMITATIONS:

FACILITIES:
Large mailings of one hundred to three hundred items are an almost continuous expense and does require a lot of staff time.

SPECIAL EMPHASIS: *Again, it was apparent to the staff that average size to small size school districts in Kansas responded most positively to this. Results were very clear. It was much easier to establish a warmer, intimate, personal relationship between the LINK and the client school in these size schools than in the larger districts.*

Description: (cont'd)

way to do this was to make our communications of such a nature that the LEA would realize that we were indeed there to provide service. We are going to evaluate this segment formally with the client in one of the last communications, at the end of the year, asking him to evaluate for us which of our methods of communication was most effective.

ADDITIONAL COMMENTS:

It was clear that if we were to help our clients make organizational changes so that change would become systematized, then a key part of that relationship was a trust relationship. It seemed to indicate to us that there must, therefore, be open and varied and diverse communications so that no problem or hidden agenda was left unidentified that could cause problems.

Limiting LEA responses to prevent flooding the Facilitator's information system

FACILITATOR: *KENTUCKY*

DESCRIPTION:

The idea behind this procedure was to provide a limiting factor in the process to allow enough time for the pieces of the network to fall into place. This procedure is also to be used if the Network becomes "crowded" with adopters. If the D/Ds cannot service all potential adopters, there is little need to get people all excited about the program.

RATIONALE:

It is very useful in that it has limited the number of LEAs participating in any one given D/D. We plan to use the adopters as trainers within Kentucky after they are comfortable with the program.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

It appears useful when funds are limited.

ADDITIONAL COMMENTS:

Technique of custom engineering to meet the specific programmatic needs of adopters

FACILITATOR: *MICHIGAN — Project INFORM*

DESCRIPTION: *We describe custom engineering as that process by which the needs of various users, at each level of awareness, are matched by appropriate inputs from the Facilitator.*

Project INFORM has developed an information storage and retrieval system based on several awareness levels and the needs of 3 consumer groups i.e. teachers, principals, central administrators. For each project in the retrieval system staff has developed: (1) a project abstract; (2) a Critical Data Sheet; and (3) a category sheet. Each contains an increasing amount of data items carefully researched for the particular user. For example, an administrator would receive different data items on a Critical Data Sheet than a teacher. (We are currently doing statewide surveys to see if these data items are meeting user needs). As interest is generated by the abstracts, which are sent to consumers in categories (i.e. reading, special education, etc.), and consumers request more information about particular projects, staff then forwards to the user Critical Data Sheets and brochures about the Developer-Demonstrator project. Personal or phone contact is then initiated by INFORM staff. If the consumer is interested in further contact, Project INFORM staff then begins to negotiate with the consumer the questions which will assist us in determining the perceived needs of the consumer and/or his/her local district. This process results in staff going to the McBee Keydex system and using negotiated identifiers to select appropriate projects for meeting user needs. This may be done demographically, statistically based on testing results, etc.
Following this procedure in-depth information (category sheets, curriculum materials, film strips, etc.) on one or several projects is presented to a local district (Cont'd)

RATIONALE:

1. *Various users have different information needs.*
2. *Users have several levels of awareness, each requiring different information.*
3. *Matching the appropriate input with user needs results in successful implementation of programs.*
4. *Interpersonal contact and negotiation is necessary to match the user with appropriate project at certain awareness levels.*

LIMITATIONS:

Initially the system is extremely time consuming to implement.

FACILITIES:

McBee Keydex System; or when it appears to be cost-effective system should be computerized. Staff must be trained in negotiating with consumer.

SPECIAL EMPHASIS:

We have found this system to be most effective in meeting LEA needs in Michigan.

ADDITIONAL COMMENTS:

The system must be updated at least twice a year. We would be happy to share our system with anyone interested.

Description: (cont'd)

team composed of all the educational components of the system i.e. central administrators, principals, teachers, community members, students, etc. At this stage the Facilitator, through variety of techniques, aids the team in selecting the Developer-Demonstrator project which best meets the perceived needs of the district. On-site visits or inservice training is then facilitated.

Use of the educational extension agent approach

FACILITATOR: *MINNESOTA — Southwest*

DESCRIPTION:

The nature of the "306" dissemination/diffusion network is analogous to the agricultural extension approach. There is a shifting status of D/Ds in the "bag" a shifting status of needs in schools, and a Facilitator role of educator and matchmaker which is analogous to the shifting needs of farmers, the shifting status of information from experimental farms, research and development, and universities, and the agricultural extension agent role of educator and matchmaker.

The nature of "306" D/Ds and the differing needs of schools require a spontaneous evolution of a sequence of events which is different for each D/D and school match. This model is not inherently receptive to a deadline approach to funding individual activities.

RATIONALE:

This approach is useful because we are operating from a position of addressing demonstrated needs of districts as they evolve and are communicated to us. The theory behind the educational extension agent is consistent with the stages of dissemination/diffusion of Guba and others.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

This is working particularly well in the rural third of our State.

Use of an Advisory Council as adopter selection agency

FACILITATOR: *MINNESOTA - Southeast*

DESCRIPTION:

The Advisory Board is composed of representatives of the school community: regional representation, across various school roles, and across public and non-public sectors. The role of the Board is to review proposals submitted for funding to the Facilitator Project by potential adopters.

Potential adopters who wish to access State Facilitator funds for visitation or staff development relating to D/D training, write out their plans according to a proposal form for the Advisory Board. The Board then discusses the proposal using a variety of criteria — need, support for the project, viability — and make recommendations for funding.

This year's experience has shown advantages for all parties involved with the Advisory Board. The Board has provided the Facilitator Project broader exposure and input from the diverse audience the Board represents. Members of the Board in turn have become increasingly involved in the variety of educational issues related to innovation. For the potential adopters, the process of articulating adoption procedures and other innovation-related strategies is often a very helpful and important procedural step. The exchange of ideas and strategies between the Board and potential adopters provides the proposers with additional perspectives and suggestions.

RATIONALE:

By involving representatives from various educational communities, the Facilitator Project is assisted in balancing in many factors involved in funding pre-adopters. Importantly, the regional educational community is given a voice in the support and direction of regional innovation.

LIMITATIONS:

Ample time for meetings must be allowed to give members sufficient background information, time for discussion and decision-making.

ADDITIONAL COMMENTS:

Regional awareness and support for the Facilitator Project have grown through the Board's participation in the network processes.

The organization of adopters into common interest groups

FACILITATOR: *MINNESOTA - Southeast*

DESCRIPTION: *Facilitating common interest groups has been a natural outgrowth of the expressed needs to establish communication between individuals, schools, and districts experiencing similar program changes. Formal and informal vehicles are scarce for people with common interests to meet each other, share present plans or develop programs. This is especially important in areas where a "discipline" is not organized through a professional organization, e.g. affective education, inter-disciplinary programs.*

Common interest groups are a means of building upon presently established interests while providing a broader base for sharing resources, experiences and expertise. They are also a means of involving individuals at different stages in particular program developments, and thus allow multi-level engagement with the innovation process. The Developer-Demonstration projects set a focus for the group but the collaboration potentials are broad.

The extent and nature of the preparation is dependent upon many factors. Some considerations are: the interest expressed in a particular area, the D/D projects available, local and regional leadership in the area, status of funding available, or potential to further promote and support interests involved. Common interest groups can be initiated in a variety of ways, from the establishment of planning committees for a D/D conference to follow-up meetings for a self-selected group of workshop participants.

(Cont'd)

RATIONALE:

Formal and informal liaisons that strengthen cooperation are a critical factor in the support of any innovation. The range of contacts broadens and clarifies the perspectives and adds resources for those involved.

LIMITATIONS:

FACILITIES:

Meeting rooms must be available
Release time costs, if necessary.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Contacts with resource and coordinating personnel in the school are very important in the overall coordination of buildings and districts entering program change. By feeding into these existing communication channels at the district or building level, the Facilitator benefits from coordinators' knowledge of people and resources while assisting in the development and expansion of established communication lines.

Description: (cont'd)

Implementation is flexible and responsive to the needs of the informal group. Commonly, this stage involves:

- *.ongoing dissemination of D/D projects and related materials*
- *.sharing (between group members) current regional news, and materials relevant to interest area*
- *.building, facilitation subgroups (e.g., use of a D/D project in an open school classroom as unique from its use in a traditional classroom)*

Since the groups are ongoing, follow-up simply involves establishing methods for exchanging information and resources. The role, function and longevity of these associations are self-determined.

The role of the State Facilitator is to support and assist groups and individuals interested in D/D projects through dissemination activities awareness workshops, training and follow-up work. The project is able to provide new information, national perspectives, and such simple but crucial commodities as meeting places and release time in association with D/D projects. Most importantly, Facilitator involvement can provide positive support for individuals meeting together in this way, across traditional discipline and institutional lines.

training-

assessment

The use of change strategy workshops

FACILITATOR: *KANSAS — Project LINK*

DESCRIPTION: *LINK used change strategy workshops as part of the selection process and to deliver new skills to clients. At the end of these one and two-day workshops, our clients had developed a five-step Rogers Model to be used in their district with a specific D/D. The planning and use of this model was a necessary element in the LINK selection process.*

We found that our client schools were much more willing to enter into a change process with a D/D, when they had some assurance that there was a way to do it. Basically, the change strategy workshops were used to assist school districts in acquiring the knowledge and skills necessary to apply what has been learned about change to organizations. The change workshop was built around a five part audio-visual presentation developed by the LINK staff. The strategy was that the AV segments, which never lasted more than ten minutes, were followed by small group processes, aimed at giving the participants active experience in the concept developed in the AV.

> *AV No. 1 deals with the concept of change and how it effects people as individuals.*
>
> *Slide Tape No. 2 deals with needs assessment and evaluation. It shows that organizations can work from a data base rather than from hidden agendas or emotions.*

(Cont'd)

RATIONALE: *This workshop is designed to be flexible and takes from one to two days. At the end of the workshop, clients can use the planning strategy to, (1) analyze their district in terms of who and what is blocking change and what can be done to overcome these barriers and (2) these strategies are then introduced as part of an overall plan to implement the D/D in the school district. This technique is used because it gives a client the opportunity to try, with some security, a new strategy. Most of our client school districts indicate they want to do better in change, but actually don't know how, so stick to* *(Cont'd)*

LIMITATIONS:

The limitation of this approach is that the time required to really get a full understanding of the process is much more than a one or two day workshop. A client may attempt to use the plan with superficial or limited understanding and, therefore, decrease its effectiveness and, likewise, chances of success.

SPECIAL EMPHASIS:

We've had this workshop with a wide range of groups. However, groups who have been charged with making a change or see themselves as change agents, may get the most from it.

DESCRIPTION:

Slide Tape No. 3 is called "Barriers to Change." The Rogers Change Model is introduced with inter-related areas of change and a list of attitudes and experiences that generally work to block change behavior in organizations is explained.

Slide Tape No. 4 deals with overcoming the barriers to change identified in Slide Tape No. 3.

Slide Tape No. 5 is designed to be individualized based upon the organization using this filmstrip. It generally is a review of how the State Facilitator works.

RATIONALE:

traditional ways that may not be successful, but at least are familiar. We will be able to identify the success of this strategy by the number of school districts who actually present plans using the strategy and then execute the plan.

The final success, of course, will be if the school district decides to use the plan again because it was successful.

FACILITIES:

One needs to do this workshop away from the school district. Key people needed are a staff who can facilitate groups, and at least one consultant who understands the change process and can structure the meeting so that the process occurs in sequence.

Underwrite training costs for Committed adopters

FACILITATOR: *OHIO*

DESCRIPTION:

To the extent of the resources available to us, the Ohio Facilitation Center reimburses adopter districts for expenses incurred in participating in the in-service training sessions. We underwrite such costs as travel, food, lodging, and in some cases stipends for substitutes to serve in the teacher's absence from the classroom. Meeting participants are provided invoice forms on which to bill us for these costs.

RATIONALE:

The adopter district itself must absorb most of the costs of adopting a project. The fact that we are able to reimburse districts for the training costs has been a real plus in terms of getting enough representatives from a district to insure proper installation of a program.

LIMITATIONS:

Through this procedure we may be encouraging districts to receive training without a deep commitment on their part. We try to see that this doesn't happen by having a signed statement from the district superintendent committing them to the adoption prior to the training session.

FACILITIES:

Cost figures vary with the number of participants but are not excessive in nature.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Host negotiations between D/D and adopters on training and other features

FACILITATOR: *NEW JERSEY*

DESCRIPTION:

We realized that if we were providing money, technical assistance or other expertise within the adoption process, then during negotiations between the two parties we ought to be there to answer questions that might come up in the process, to act as a broker. Communication is a problem because the D/Ds in the National Network are starting to use specialized language which the LEAs are often not familiar with. We make sure that terms are defined and possible problems are identified.

RATIONALE:

It is particularly useful in insuring a smooth replication effort by the LEA because it provides a clear understanding of what the D/D's role will be and what the LEA must bring to the process. If our replications continue smoothly, without difficulty and backfighting between the two parties concerned, we'll know we're doing the job.

LIMITATIONS:

All parties have to be physically there. The D/D has to clearly understand the SF role and accept it.

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Consultation with potential adopter to insure compatibility with D/D program

FACILITATOR: *NEW YORK*

DESCRIPTION:

Each potential adopter must complete our "APPLICATION FOR ASSISTANCE" providing the following information:

1. *Who was involved in the planning?*
2. *How were needs identified and why and how will the identified Developer-Demonstrator meet those needs?*
3. *What are the expected training costs?*
4. *Once we pay for the initial start-up costs, how will the program maintain itself financially?*

At this time, our human resources do not permit extensive in-depth consultation.

RATIONALE:

The above technique is useful because it gives us data on the important factors identified for adoption – i.e., broad based involvement, compatibility of needs and expectation, ability to pay for training and assurance of continuance of the program.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

It is necessary that the D/D project be readily exportable, cost effective, and accurate in its ability to produce the desired results.

Arrange for D/D personnel to come to state to conduct training for a number of adopters

FACILITATOR: *OHIO*

DESCRIPTION:

For some yet to be determined reason, Ohio LEAs have been interested in adopting only a small number of the available projects. For this reason we have arranged for those D/Ds to come to Ohio to conduct the inservice training sessions for Ohio adopter districts. Our usual procedure is to arrange an adequate meeting site in central Ohio and have all adopter districts send their representatives to the meeting. Ordinarily, we pay some or all of the D/D's travel, food, and lodging costs while the training session is being conducted.

The preparation and implementation of such meetings are fairly straightforward. We limit attendance at such meetings, though, to districts which are going to adopt the program. We do not consider this to be an awareness session.

We have also sponsored a visit by one D/D to a potential adopter district prior to an actual adoption agreement being made. In this case, the district had sent representatives to the D/D site, but the district administrator still wanted to have teachers exposed to the project before making a commitment for adoption. The D/D went to the district to conduct a day-long awareness session for about 30 teachers.

RATIONALE:

The obvious reason for bringing the D/Ds to Ohio is to save money. Most school districts would not pay for their representatives to go out of state for training and the Facilitation budget is not adequate to cover such costs.

LIMITATIONS:

The primary shortcoming is that those receiving training do not get to see the project being used with kids.

FACILITIES:

Arrangements have to be made for meeting sites. Costs vary.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Internships to personnel and adopter LEAs for within state D/Ds

FACILITATOR: *OREGON*

DESCRIPTION:

Arrangements were made with several D/Ds for key personnel from potential adopters to work for a week as interns in the D/D's project. The internship is an in-practice extended site visit which actively involves the key personnel from a potential adopter in the day-to-day project operation. The internship also serves as a training vehicle for key personnel allowing the potential adopters to function as program staff under the supervision of expert personnel.

RATIONALE: *Many potential adopters are hesitant to make the adoption decision without some "feel" for the project operation. The internship has proven, based on internees' reaction to the experience expressed on questionnaires, a successful technique for decision-makers (key management personnel) to evaluate their ability to manage the program. After an LEA makes the adoption decision, the internship has proven, again based on internees' responses by questionnaires, successful in training key personnel to conduct the program. During internships, trainees actually accomplish the project tasks, which differs from workshops where trainees are often told how to do the project tasks.*

LIMITATIONS:

This is an expensive awareness and training technique because of the travel and per diem costs for internees and because relatively few LEA personnel can participate at one time (as compared to a workshop, for example.)

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Schedule and coordinate all travel arrangements between adopters and D/Ds

FACILITATOR: *FLORIDA*

DESCRIPTION:

The Florida Facilitator Center schedules and coordinates all travel arrangements between potential adopters and D/D sites. Before arrangements can be finalized or expenses reimbursed, the adopter must complete Form FFC-02 created by the Florida Facilitator. Part One of this form requests background information (name, size, location) for the adopter district and for the D/D site to be visited. Part Two is to be completed with specific information related to travel including dates, mileage, persons making trip, detailed expenses, etc. After receipt of Form FFC-02, arrangements are finalized by phone.

RATIONALE:

Provides FFC with a record of adopter travel and expenses.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Training of an in-state team at the D/D site to promote widespread training within the state

FACILITATOR: *INDIANA*

DESCRIPTION:

The intent of this activity was to equip a "turn-key training team" of Indiana people to conduct adopter training institutes for the ECOS environmental education program in Indiana. In February, a team of seven Indiana educators spent a week at Yorktown Heights, New York, being trained in ECOS techniques and materials. The team consisted of four DPI Consultants, an Associate State Superintendent of the DPI, and the Executive Director of the Governor's Commission on Environmental Quality. In March, April and May, ECOS training teams from Yorktown Heights, New York, conducted three adopter training institutes in Indiana (five or six school districts participated in each institute); "turn-key training team" members were urged to attend at least one of these institutes as intern trainers.

During 1975-76, the "turn-key team" will conduct its own institutes in Indiana. The coordinator for the team will maintain liaison with ECOS and the Indiana Facilitator Center. In addition, ECOS personnel will monitor the training program while on monitorial visits to adopters in Indiana who completed their training in 1974-75.

RATIONALE: *This technique is of particular value in that (1) it extends the range of the ECOS staff while providing (through the team leader and the monitorial visits) for accountability and quality control; (2) it makes home-based expert help available to Indiana adopters; and (3) it reduces pressures on the ECOS staff by providing trained liaison people in a state with several adopters.*

"Success" will be signalled in this case by the number of new adopters serviced, feedback from ECOS monitorial visits, and feedback from persons trained by the "turn-key team."

LIMITATIONS:

Because of looseness in relationships between the D/D, the SF, and the training team, communication and quality control could become a problem — although so far all seems to be going very well.

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

LEA is directed to develop a plan to local ownership/community ownership

FACILITATOR: *KANSAS — Project LINK*

DESCRIPTION: *The steps taken by Project LINK, in order to develop with a local LEA a plan for local ownership and community ownership, is as follows:*

1. *The school district is encouraged to initiate a needs assessment in their local district involving staff, community, students and administration. This is done by conducting state-wide workshops on needs assessments and inviting prospective clients to attend.*

2. *State-wide workshops are then held for prospective clients in the area of organization development. Teams from the client schools involving teachers, administrators, board members and parents are invited to attend these workshops. In these workshops, conflict management, team decision-making, management by objectives and related activities are presented.*

3. *Client schools who have attended the first two workshops are then invited to the third workshop. This workshop has two purposes: (a) To develop conceptually with the client school district the Everett Rogers Change Model and how it applies to organizations. (b) The client school districts are then asked to prepare a plan using this*

(Cont'd)

RATIONALE:

It was perceived that one of the reasons that adoptions are often not effective in school systems, is that an understanding of the change process is lacking. Client schools need to have an understanding of the process involved in change as well as identifying a product for which they have identified a need.

LIMITATIONS:

The limitation on this activity is that it does take longer to complete the process with a client school. Very often the level of understanding of the process for a client school is limited the first time through. Therefore, the plans developed may not be of the quality one would expect later on.

SPECIAL EMPHASIS:

Our experience indicated that this technique is especially effective with middle size to small school districts who often lack the staff necessary to acquire the competencies necessary for these activities.

DESCRIPTION:

model for a D/D in this system for which they have found a match. Dollar amounts are then identified with this planning document for activities with which LINK and the local LEA will be responsible. This plan must include: (a) awareness, (b) information, (c) assessment, (d) trial and (e) adoption strategies. The total school community back home should be involved. It is this plan that is then implemented by LINK and the client school for the adoption of a D/D.

FACILITIES:

These workshops cost in the range of $2,000 each. The staff must be found usually from local universities, other school districts and similar existing organizations that have the competencies to provide the skills necessary to teach the workshops.

ADDITIONAL COMMENTS:

In spite of the increased time and limited understanding, our clients indicated their approval of the workshops and their desire to have this activity continued.

Development of a communications and support network for multiple adoptions

FACILITATOR: *SOUTH CAROLINA*

DESCRIPTION:

When a D/D has more than one adoption occurring in the same state, each adopter school would be given support for a communications system. Classroom teachers would have the opportunity to share problems and ideas as they implemented the D/D concept.

RATIONALE:

Any person attempting to implement something new and different needs to be able to share experiences with others who are attempting the same concept. Direct feedback from teachers.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

It is especially effective in small districts where no consultant personnel are available.

ADDITIONAL COMMENTS:

Three-way conference call (D/D-SF-LEA) to determine probability of match

FACILITATOR: *MINNESOTA - Southwest*

DESCRIPTION:

Before a funded visitation is arranged, a three-way conference call is made involving the D/D, the State Facilitator, and the potential adopter, to guarantee a high probability of an appropriate "match" and to finalize all aspects of the visitation. Prior to the conference call the potential adopter school district has received and reviewed as much literature as possible and has talked with others knowledgeable about the program under consideration.

RATIONALE:

It is a final step in the determination by the three "actors" whether a possible match is in the offing. The research has been completed and the decision is made during the conversation. It is useful in communicating the details of the visitation to all parties and in providing additional information about a D/D to the Facilitator and the potential adopter.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

This has been very helpful and will be continued.

Requirement for adopter to sign a statement of commitment before expenditure of funds

FACILITATOR: *NEW MEXICO*

DESCRIPTION:

A statement of intent must be signed by authorized representatives of the LEA and NMESC prior to approval of an expenditure for travel by LEA staff to the D/D site or D/D staff to New Mexico.

RATIONALE:

We wanted LEAs to understand that the travel expense is intended as a on our part to the adoption/adaptation of a particular program and is not an extension of the program selection process. This saves D/D training time and SF funds.

At this time, every LEA that has signed a statement and has participated in an in-service program is proceeding with an adoption.

LIMITATIONS:

The Statement should specify that we expect the LEA to document the implementation as evidenced by a monitoring system describing what will be done, by whom, when the activity is planned and actually completed, and how the completion of the activity will be documented. This system would include reporting evidence of effectiveness in terms of cost and pupil outcomes.

SPECIAL EMPHASIS:

The Statement of Intent discourages LEAs who may see travel to a D/D site as a free ride with no obligation to adopt the program.

Additional Comments:

It has been suggested by a D/D (one in which an adoption can be accomplished by single teacher) that a Statement of Intent be drawn for each individual receiving the training. It would describe which particular element of the D/D project would be implemented on an individual basis.

Developing cooperative arrangements with adjoining states to send adopters to training/awareness sessions

FACILITATOR: *NORTH CAROLINA - Southwest*

DESCRIPTION:

North Carolina, South Carolina and Virginia have agreed to share information and invitations relative to D/D workshops and orientation sessions. It is much easier for potential adopters to attend orientation and training somewhere within the three-state area than to go to a D/D site many hundreds of miles away.

RATIONALE:

This approach allows for increased capability for both D/Ds and SFs in being responsive.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

It is especially useful where small numbers are involved.

ADDITIONAL COMMENTS:

In some cases a D/D can meet the needs expressed by 3 states simultaneously.

trial

Consult with potential adopter as to the most deisrable level of adoption/adaptation

FACILITATOR: *NORTH CAROLINA — West*

DESCRIPTION:

The current vogue of questioning pupil assessment, school assessessment, teacher assessment, geographic assessment, social assessment, economic assessment, and administrative assessment factor into this tactic. For instance, it might be foolish to attempt a match between a D/D program in downtown New York and a mountain union school with an enrollment of 250 children. There may be portions of a large inner-city program that can be transported to a school planted in a remote cove of Appalachia, however, a better match could possibly be found between inner-city and inner-city, whereas, a match between a D/D program located in a rural or small town area would probably come nearer taking solid root in an isolated mountain school.

The Facilitator then, along with local educators, must look first at the school's priorities and then the D/D programs. The Facilitator suggests at that time only matches which he believes have a good chance, even a remote chance, of hitting a responsive chord.

Through cooperative interpretations, a D/D program that emphasizes particular skills, techniques, methods, materials, equipment, and motivations at the High School level may well be the very program a given school system is searching for at the Junior High level; or, vice versa. Please note cooperative interpretation. This means input from local school personnel, Facilitator, and D/Ds. In such cases I'll coin the phrase, "The Ladder Fit."

RATIONALE:

Even though all D/D projects list specific age and/or grade levels where they believe their program works, I am assuming they are saying that based on their research, the program works best at the grade or age levels noted. My primary rationale employs the firm conviction in effecting the "Ladder Fit."

LIMITATIONS:

The primary limitation would be in the minds of some educators and then only if the "Ladder Fit" for a student(s) is a rung or two down.

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Care must be taken to assure those immediately affected that the entry level by a given student(s) is based on a personal analysis and that anticipated growth should occur.

Provide technical assistance during training assessment phase including problem-solving

FACILITATOR: *MINNESOTA — North Central*

DESCRIPTION:

Two types of technical assistance were provided:

1. *The D/D came to the LEA site for purposes of:*
   a. *Providing support to planning and/or implementation teams.*
   b. *Answering questions; process expertise.*
   c. *Providing answers, materials, etc. as relate to nitty-gritty areas of project in terms of the specific local LEA.*

2. *The SF project utilized the personnel from UCLA and the Chicago Regional Office of USOE in providing an evaluation workshop which included process information developed by the UCLA Center for the Study of Evaluation.*

RATIONALE:

The LEAs reported the assistance was useful to their adoption process. The evidence of this usefulness is that the LEAs are adopting.

LIMITATIONS:

Costs money.

FACILITIES:

In one case the LEA used their facilities and in another a college provided the facilities.

SPECIAL EMPHASIS:

Good process if commitment has been determined.

ADDITIONAL COMMENTS:

Will use process a second year. D/Ds were most cooperative as per usual!

Actively help local adopters perform internal needs assessment

FACILITATOR: *FLORIDA*

DESCRIPTION: *Florida Facilitator form FFC-01 is used by local school districts to assess needs for possible matching with D/D projects. The form elicits information in the following areas:*

- *I. Background information*
  - *A. School name and address*
  - *B. Chief School Officer*
  - *C. Date of application*
  - *D. Area of need to be met by D/D*
  - *E. Population to be directly affected*
  - *F. Name and location of D/D*
  - *G. LEA contact person*
- *II. A. Specific Information — Target Population*
  - *B. Specific Information — Needs Assessment*
  - *C. Needs Assessment Narrative*
    - *1. Describe needs assessment strategy*
    - *2. Learner Performance Objective (Objective of adoption)*
- *III. Resource Match*
  - *A. Lea personnel available for assignment to the program*
  - *B. Equipment and facilities available to program (if adopted)*
  - *C. Administration organization*

RATIONALE:

Useful data collection technique.

LIMITATIONS:

We have not revised it to match all projects. It needs revision.

FACILITIES:

SPECIAL EMPHASIS:

Most effective with those projects that require objective data for the establishment of needs.

ADDITIONAL COMMENTS:

Requirement for the cooperative development of a detailed installation plan

FACILITATOR: *INDIANA*

DESCRIPTION: *For both trial and installation, the Indiana Facilitator Center requires LEAs to prepare a detailed Installation Plan. Since we view this plan development as a negotiation process among LEA, D/D, and SF, we anticipate:*

(1) Serving as a communicator and catalyst,
(2) Negotiating and, through negotiation, specifying the specific allocation of costs among the three parties, and
(3) The specification of an expected chronology, assignment of specific responsibilities, and a suitable monitoring and evaluation procedure.

The Installation Plan (Form IFC-05), which is completed by the potential adopter, requests a detailing of the following elements:

Pre-installation training,
Program installation (program start-up),
Ongoing training,
Monitoring (quality control),
Impact assessment (evaluation plan),
Continuation/Phaseout plans.

Adopters are encouraged to consult frequently with both the D/D and the SF as they prepare their plans. Final approval of the plans is given by all three parties,
(Cont'd)

RATIONALE: *Form IFC-05 was developed for the purpose of assuring that the commitments and obligations of each party in an adoption would be clearly specified in writing. It was felt that this exercise would provide a process which might accomplish several, somewhat diverse, objectives, as follows:*

- *"lay all of the cards on the table" so that LEAs would not be embarrassed by unexpected or hidden costs,*
- *demonstrate the serious intent of the adopting LEA,* *(Cont'd)*

LIMITATIONS:

Form IFC-05 is a cumbersome tool to use for planning the installation of some of the D/D projects which require a modest amount of training and few administrative adjustments. Also, since SF assistance is relatively small in dollar amounts, LEA personnel may see IFC-05 as requiring too much work for the amount of reward involved.

DESCRIPTION:

preferably before the adoption activities are started.

In actual practice, since many of the D/Ds use adoption contract forms developed specifically to fit their project, the Indiana Facilitator Center sometimes waives the use of its form or requires only that elements of IFC-05 which are not dealt with in the D/D contract be completed.

RATIONALE:

- *provide documentation of anticipated local effort which could later be objectively substantiated,*
- *provide a basis for building accountability into each adoption,*
- *force an adopting LEA to consider some of the immediate implications and ramifications of adopting a particular program which in the absence of a formalized plan, might be overlooked.*

Since the Installation Plan specified events, activities, chronology, and budget, the evaluation of each such plan will be relatively simple. Whether the use of IFC-05 is effective in accomplishing the objectives noted above will depend largely upon the extent to which LEAs are permitted to deviate from completing the whole form and from following the plans they develop.

Assist the school district in developing a pilot school center in the adopting disctrict

FACILITATOR: *MISSOURI — Project FACE*

DESCRIPTION:

Upon receiving a letter of adoption from an LEA and a confirmation letter from the project director, FACE is able to provide financial assistance not to exceed $560.00 for the implementation of a project into a pilot school in a local school district.

Application Procedures: LEA submits to FACE Center a letter requesting financial assistance. The letter must include an outline of how the money is to be spent in the pilot school. First priority is to absorb any cost for inservice training not covered by the D/D. Second priority is to provide materials necessary for the success of the project. The expenditure policy is somewhat flexible, but monies cannot be used for normal salaries for already employed teachers.

For the ensuing year, a FACE Staff member will plan to make a visitation to all school districts in Missouri that have adopted a D/D project.

RATIONALE:

Seed monies have made it more practical for certain schools to adopt a new project into their existing school system.

LIMITATIONS:

Budget restrictions limit us to releasing only a certain amount of money to each adopting school district.

FACILITIES:

SPECIAL EMPHASIS:

Allows for poorer and more rural school districts to become involved in the National Network.

ADDITIONAL COMMENTS:

Facilitator contracts with an "outside evaluator" to assess impact of LEA of a trial adoption

FACILITATOR: *SOUTH DAKOTA*

DESCRIPTION:

During the trial stage an outside evaluator, to be chosen jointly by the interested school and the State Facilitator, but funded by 306 monies, will be responsible for assessing how much and what impact the project is having on the trial population.

The evaluator would be working closely with the school, staff, students, and demonstrator project staff to gather reliable, accurate data that pertains to the objectives and goals of both the Demonstrator project and the adopting school.

The actual decision to adopt the project on a continuing basis is, of course, up to the district. The responsibility of the evaluator lies in providing the district with enough information to make that decision as intelligently as possible.

The State Facilitator role would be to aid the potential adopter in evaluating the feasibility of the trial and its impact on the target population. This would be done by contracting an evaluator who would aid the decision-makers in judging the suitability of the innovation. The adopter, Facilitator, Developer-Demonstrator and evaluator could help fit or adjust the characteristics of the innovation to the characteristics of the particular adopting institution. The results of the trial should be weighed and considered and, on the basis of this post-trial evaluation, the decision will be made to adopt or reject the innovation.

RATIONALE:

The results of this evaluation should provide decision-makers with the information necessary to decide not only if the project is actually meeting specific needs but also in what way the project can better be altered to fit its new environment.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Provide training and materials to LEA for a pilot situation

FACILITATOR: *SOUTH CAROLINA*

DESCRIPTION:

Initial training would be provided by the D/D. Additional training would be provided based on a recommendation of the D/D and request of the LEA. The trainer would be approved by the D/D.

SF would supply materials used during training and implementation and would support both training and materials.

RATIONALE:

Because the LEA has an investment only in staff, providing training and materials gives the LEA an opportunity to try out new ideas.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

Have found it to be particularly effective for small school districts.

ADDITIONAL COMMENTS:

During the trial period,
adopters are kept updated on conferences,
workshops, and materials of possible value

FACILITATOR: *MINNESOTA - Southeast*

DESCRIPTION: *One of the Facilitator goals is to extend the resources and provide ongoing information and support for those schools in a trial or start-up phase. Program implementation is thus supported by assisting with the following services, as requested: 1) program planning, 2) supplementary staff development, 3) providing informative material that extends an adopter's understanding of a D/D project, e.g., available research on early childhood education.*

The Facilitator project also offers workshops or makes known to adopters, workshops and conferences that support educational change. Content can include: program and student evaluation, sources of educational funding, proposal writing, needs assessment, leadership and management training, building school-community involvement.

RATIONALE:

Educators beginning programs or piloting programs in their own schools need ongoing access to information and/or expertise to meet needs as they emerge in the context of a trial phase. Providing the services above extends the resources of individual schools or districts and provides the ongoing external support crucial at this stage.

LIMITATIONS:

Resources in particular discipline or cross discipline areas may be limited in different regional areas.

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

installation~

adoption

Use of "Network Analysis" diagnostic tool to diffuse innovation

Use of Facilitator personnel as "external change agents" during installation/integration

FACILITATOR: *MICHIGAN - Project INFORM*

DESCRIPTION:

Project INFORM has selected four LEAs as research sites in order to measure the success of our strategies and to test the effectiveness of a diagnostic tool — i.e., "Network Analysis" in enhancing the diffusion process. The tool delineates the communication flow of the educational community in various functions and assigns each participant their communication role in a particular function, i.e., group member, liaison, bridge, isolate, etc. The test is given to all members of the system shortly after in-service training has occurred. A short test measuring the awareness level about the innovation is also given at this time. A follow-up awareness level test will be given after the innovation has been installed for at least five or six months.

The staff utilizes this network information and maintains a close "external change agent" role in the district. Those persons designated as liaison and bridges (people who have many communication links within the system) are designated as "key communicators." The external change agent then initiates and maintains close contact with these persons and makes a concerted effort to inform them of details of the innovation selected by the school team. In some cases these persons are designated as internal change agents and given responsibility to make presentations to staff, parents, etc. about the innovation. After the innovation has been installed, an additional awareness level test will be administered to test the effectiveness of the diffusion by change agents.

RATIONALE: *1. Innovation occurs within a bureaucratic structure. Each member of the system plays a communication role in each function. Knowledge of this communication role can assist change agents in diffusing information more effectively. 2. Information becomes distorted as it penetrates to members of the system. Distortion is less likely to occur if major communicators are well informed. Information which is less distorted leads to more effective and rational decision-making. 3. The time generally required for diffusion and installation of an innovation can be accelerated by change agent contact with "key communicators."*

LIMITATIONS: *A time consuming technique for State Facilitators with small staff and large LEA demands. Careful and honest contacts must be initiated early with total LEA staff.*

FACILITIES: *Staff training in diffusion techniques and change agent strategies are a necessity. The Network Analysis program (computer) is necessary and available only through MSU.*

SPECIAL EMPHASIS:

An effort is being made to test various types and sizes of LEAs.

ADDITIONAL COMMENTS:

We believe this has great potential value to anyone interested in introducing change within a system.

On-site evaluation of adoption

FACILITATOR: *NEW JERSEY*

DESCRIPTION:

On-site evaluation of the adoption effort is a specific example of what the New Jersey Facilitator means by technical assistance. Staff from the State Department of Education with expertise in evaluation, curriculum development, adoption/adaptation of new programs or in a specific curricular area, provide the on-site monitoring/evaluation.

RATIONALE:

To whatever extent we are able to identify and solve adoption problems, our continued adoption facilitation efforts will be smoother and will result in more successful replications.

LIMITATIONS:

Must have staff with required expertise. We have people at the state level and we can use them.

FACILITIES:

SPECIAL EMPHASIS:

The evaluators must be seen by themselves and by the adopters as advocacy-oriented rather than judgement-makers.

ADDITIONAL COMMENTS:

Facilitate the relationship between the LEA and D/D through the installation phase

FACILITATOR: *NEW YORK*

DESCRIPTION:

Guide sheets have been prepared to help local districts evaluate D/Ds relative to their (LEA) needs and expectations as they make a decision to adopt or not to adopt. The adopting district must be satisfied with the capabilities of the D/D. We help facilitate that process with our pre and post-visitation guide sheets.

If a decision is made to adopt, we provide the necessary training funds in addition to most of the required materials. We do not pay for equipment or materials normally found in the LEA.

Where LEAs are unsure (or are perceived as unsure) in identifying their needs, we refer them to consultants who might assist them.

RATIONALE:

Our role is to facilitate adoptions. Once the D/D and LEA have signed an adoption agreement, our role is supportive and evaluative at the willingness of the LEA. We do not require the LEA to give us evaluative rights.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

During the visitation stage it is important to adoption that the new program be demonstrated in school situations quite similar to those from which the visitors come.

Upon request arrange for D/D visitation to LEA during the installation phase

FACILITATOR: *NORTH CAROLINA - West*

DESCRIPTION:

When a school decides to adapt a particular practice and the decision becomes a reality, it is necessary for the Facilitator and D/D to aid the school in a number of ways as listed below:

1. *Assure the school that correct procedures are utilized through the initial implementation of the adapted practice.*
2. *Follow-up, through visitation (is one technique) to assure school personnel that the potential practices meet the system's priorities through the use of the selected match.*
3. *The D/D must aid in the selection of evaluative criteria both formative and summative and suggest such criteria to determine the effectiveness of the practice.*
4. *In the beginning, especially, the adapter needs constant encouragement when enthusiasm wanes.*
5. *After the adaption has been implemented and the "newness" begins to wear thin, the Facilitator must arrange for an individual from the D/D program to come in for a reinforcing visit.*

RATIONALE:

Adaption can range from the pleasant to the traumatic. This greatly depends upon the attitude, support, and interest of teachers, administrators, and students. To alleviate apprehensions, the Facilitator and D/D personnel must be available to aid in the adaption process. Of the four listed above, numbers four and five are probably the most important.

LIMITATIONS:

Perhaps a reluctance by an educator to request help from a D/D.

FACILITIES:

SPECIAL EMPHASIS:

These procedures are effective with educators, parents and those others who may have an interest in the particular practice being adopted/adapted.

ADDITIONAL COMMENTS:

The entire spectrum and scope of follow-up is the number one priority after a school or system has decided to adopt. Success or failure may depend on the type of encouragement which can be transferred only through face-to-face discussion.

Use of SEA curriculum specialists, trained by D/Ds as auxiliary staff to Facilitator operation

FACILITATOR: *OKLAHOMA*

DESCRIPTION:

1. *Contact curriculum coordinator in SEA when an LEA applies for a Developer-Demonstrator project in an area in which coordinator has expertise.*
2. *Make travel arrangements for SEA coordinator to travel with SEA to Developer-Demonstrator sites so all can see what the project is doing. (SEA and LEAs get a chance to become acquainted.)*
3. *SEA coordinators can attend training sessions to aid in program implementation and disseminate first-hand information about this Developer-Demonstrator project throughout the state.*
4. *The SEA curriculum coordinators are trained and knowledgeable of the Developer-Demonstrator project and can provide technical assistance to the adopting LEA. They can also provide services to other LEAs interested in this project.*
5. *A reading specialist is coordinating workshops and training in the adoption of the Pegasus-Pace Reading Project. (She is using this adoption as a model to show others interested in this program.)*
6. *Another reading specialist went to the two-week training session for the adoption of Project NAIL. She is providing help in workshops for teacher training.*

RATIONALE:

State Department curriculum coordinators visit many schools and can disseminate information about Title III, ESEA Section 306 Projects. They also become very familiar with the needs of LEAs and can help match them with appropriate Developer-Demonstrator projects. They have the expertise to help conduct monitoring assistance in the adoption process.

LIMITATIONS:

The curriculum specialist must have the time to work with the LEA and think the project would benefit LEAs. (Must promote projects.)

FACILITIES:

Be prepared to pay expenses for curriculum coordinators. Many are on limited travel budgets.

SPECIAL EMPHASIS:

This technique would work with SEA personnel who have expertise in the particular project LEAs have a need for or a particular interest in. It requires a match between the SEA and LEA personnel.

ADDITIONAL COMMENTS:

Our project provides monies for materials and supplies in the adoption process. Many Developer-Demonstrators use commercial materials. Our coordinators have looked over inventories, met with staff, and made recommendations for purchases.

Engage key staff members in adopting school in active problem-solving process during installation

FACILITATOR: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT (MDAP)*

DESCRIPTION:

Starting at the point when a response to an awareness activity comes to MDAP, an MDAP staff member is assigned to the potential adopter. If everything is in order and training takes place, the MDAP staff member stays with the adopter during the trial installation. The MDAP staff member conducts problem solving meetings with support groups formed from those teachers who are involved in the trial process.

The frequency of support group meetings is determined by the complexity of the project being adopted. Bi-weekly meetings are planned for the adopters of the St. Paul Open School. Bi-monthly meetings are planned for the adopters of Individualizing Language Arts.

The meetings have a dual focus. There is the emphasis on the identification of problems which are occurring as a consequence of the trial activities. The group builds solutions to these problems and makes action plans which are then evaluated at the next meeting to see the extent to which progress has been made on the problems. There is also the emphasis on having group members develop their own capacities to run problem solving meetings. This is done to try to keep the adopter from becoming dependent on the Facilitator.

RATIONALE:

We feel that this technique is critical to the successful adoption of any project. Problems are inevitable and by holding problem solving meetings on a regular basis during the trial phase, we will be able to nip many problems in the bud before they get escalated to the point that they threaten the successful adoption of the program.

LIMITATIONS:

Follow-up must be scheduled prior to training and as a precondition to training or it will slip in priority with the adopter.

FACILITIES:

Group process and problem-solving skills are needed.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

News releases prepared by Facilitator, sent to local adopters for distribution

FACILITATOR: *TEXAS - Region 17*

DESCRIPTION:

Very often whenever schools in our region are involved in major projects or activities a news release is sent to the superintendent for his review and use. He may want to provide it to the local newspapers and/or other media. Board members may get information from it if he chooses. The use of the release is entirely his decision.

These releases are prepared and distributed by Mrs. Inez Moore, Director of Dissemination for this center. They are designed to assist the superintendent in relating school activities if he so desires.

RATIONALE:

This technique provides several possibilities but public relations through information is served well by its use. We have had positive feedback and requests for releases from superintendents.

LIMITATIONS:

FACILITIES:

Staff person needs to have primary responsibility for writing, producing and distributing releases.

SPECIAL EMPHASIS:

We feel that it is effective from an informed publicstandpoint. School community relations are served by its use.

ADDITIONAL COMMENTS: *It has been well received and is a service which we feel schools in our region can use and appreciate. No pressure should be applied to superintendent to use the release.*

Provide additional in-service training during installation by means of trained within-state personnel

FACILITATOR: *NEW MEXICO*

DESCRIPTION:

In a program where several adopters are involved, university staff have been contacted by our office to assist and coordinate the activities involved in the implementation of the project. The in-state personnel report the equipment needs, community involvement and progress with curriculum training in teaching techniques.

RATIONALE:

The persons contracted have expertise in the subject area of the program. They are then far more capable of assisting the districts with the implementation of the project than anyone on the Facilitator staff. Detailed reports have been submitted to our office regarding the implementation progress to date and plans are being made for further training sessions on teaching techniques.

LIMITATIONS:

FACILITIES:

Costs are based upon standard consulting fees and expenses.

SPECIAL EMPHASIS:

This technique is directed toward faculty members of committed adopter schools.

ADDITIONAL COMMENTS:

Established resource library at Facilitator offices

FACILITATOR: *MINNESOTA - Southeast*

DESCRIPTION:

Resources at the Facilitator office include print and non-print D/D materials, and materials related to D/D projects: periodicals, bibliographies, conference/ workshop announcements, fiche reader and D/D curriculum materials on fiche cards. Because the Facilitator Project is housed at the Teacher Center on the University of Minnesota campus, clientele can also be assisted in the access and use of resources at the Teacher Center, The College of Education, and the Education Library, which operates the ERIC system for the region. Resource people and supplementary materials are identified and linked to assist those interested in further exploring D/D projects.

RATIONALE:

Additional project-related information supports the exploration of the D/D's and extends the services of the S.F. in meeting the needs of educators pursuing educational change. The establishment of such resources also provides a means of building supportive links to other service institutions.

LIMITATIONS:

Information and material should be of good quality to maintain credibility. The amount should be carefully determined by the capabilities of the S.F. to house additional information.

SPECIAL EMPHASIS: *Developing S.F. resources is particularly needed in areas where there has been little previous information (e.g. affective curriculum) and in areas where there has been an overabundance of information. The Facilitator Project can provide an easy entree to information via resource people and supplementary material in those areas which are often difficult for teachers and administrators to pursue.*

Problem-solving sessions with key staff members

FACILITATOR: *MINNESOTA - Southeast*

DESCRIPTION:

State Facilitator meets as requested with key staff members during the implementation of a Developer-Demonstrator project to discuss ongoing status of the project, problems and strengths related to the adoption of the projects. By providing this opportunity to meet and discuss pertinent issues, the S.F. is able to relate to the school both in a supportive role and as an outside resource.

RATIONALE: *Attending staff meetings provides the S.F. with a means of establishing and maintaining rapport through a better understanding of the situation and the individuals involved. The overall direction and feasibility of an adoption can be seen in a different light in the context of day-to-day decisions. Such meetings also provide a means of raising key questions instrumental to the adoption of projects — questions that otherwise may not become an integral part of the change process.*

LIMITATIONS:

S.F. needs to establish a low profile involvement. Group should be primarily inter-dependent and not develop a high degree of dependence on the S.F.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

institutionalization-

integration

Consciously plan and negotiate with adopter the formal disengagement of Facilitator

FACILITATOR: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT (MDAP)*

DESCRIPTION:

Our plans for follow-up technical assistance call for the development of support groups among adopters who are adopting the same or similar projects. These groups meet periodically to share experiences, solve problems, and make adjustments in the program. The frequency of these meetings is governed by the complexity of the project being adopted. All support groups are scheduled to run a year, with disengagement preparation beginning after about six months. To do this, support groups will receive training in how to run problem-solving meetings as a part of their follow-up activities; leaders will be identified; practice in running their own meetings will be provided.

The MDAP staff member will disengage formally, but only after a period of planned transition has taken place.

RATIONALE:

It is an important goal of MDAP to have adopters not only get the benefit of the D/D project in order to help them solve an immediate problem, but to learn the processes whereby innovation can take place in developing solutions to problems in the future. Careful monitoring of the disengagement planning period will enable us to determine when the formal disengagement should take place.

LIMITATIONS:

Adopters must not feel that they are being deserted, or they may desert the innovation.

FACILITIES:

Staff need skills in problem-solving training and group process.

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Insisting that adopter LEAs have a program management system and evaluation plan

FACILITATOR: *OREGON*

DESCRIPTION:

After an LEA makes the decision to adopt a particular program or project, an adoption plan is prepared by the project and LEA staff. This plan includes provision for a management system (who will make key management decisions, how will they be made, and when; i.e., timelines) and an evaluation system (data collection instruments, timelines, and procedures).

RATIONALE:

Management and evaluation systems seemed to us to be key elements in the viability of any adopted program. Asking the LEA to specifically plan for these elements seemed reasonable.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Evaluate adoptions and make information available to SEA

FACILITATOR: *NEW YORK*

DESCRIPTION:

Implicit in the 1975-76 evaluation design is the task of evaluating the success of those adoptions which have taken place to date. Since Title III, 306 monies will be exhausted by June 30, 1976, there is no way for this project to look at 1976-77 adoption continuations.

All data collected relative to which local districts visited projects vs. their adoption rate and any other data relating to relevant dissemination to diffusion will be shared with the State Education Department. Presently a Title III, 306 staff member works approximately three days per week at the State Education Department and will continue to do so until this project is successfully transferred into the State Education Department.

RATIONALE:

One of our objectives was to help develop a dissemination to diffusion model which could be adopted by the State Education Department. This is presently being accomplished.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Suggest ways for the adopter to integrate ideas from additional D/Ds during the installation phase

FACILITATOR: *NORTH CAROLINA - West*

DESCRIPTION:

Thus far no single Developer-Demonstrator project reviewed has solved all problems associated with a particular innovative investigation. Every D/D has both strengths and weaknesses. When doing a comparative analysis it is necessary to list the most ideal aspects of each program along with those areas investigated and/or materials developed which fall into a general category of less than ideal.

Assuming two or more projects have likenesses or similarities, and each has strengths that lend support to the other, there should be a linking or fusion of the strengths as the Facilitator is suggesting adoption/adaptation practices to a given school or system. This type of blending recognizes two or more projects and illustrates the versatility with which and through which a Facilitator should function.

RATIONALE:

There is no one D/D program that places its entire investigative emphasis at any given grade level or discipline that can investigate and arrive at concrete solutions to all conditions or areas investigated.

LIMITATIONS:

Perhaps D/D time, coordination, and/or agreement.

FACILITIES:

SPECIAL EMPHASIS:

Each Facilitator probably needs additional cross-pollination instruction.

ADDITIONAL COMMENTS:

Bring personnel from Developer back to state for one-day trouble shooting stints at adopter site

FACILITATOR: *OHIO*

DESCRIPTION:

When a project adoption is well underway, we will arrange and provide funds for an on-site visit by the D/D to the adopter district. The purpose of this visit will be for the D/D to meet with those implementing the project activities and provide recommendations for improvement and/or support for what is being done. This visit will be made only upon the mutual consent of the D/D and the adopter district.

RATIONALE:

This on-site visit will allow for any corrections or modifications in the project adoption to be made in time to improve the project.

LIMITATIONS:

FACILITIES:

Travel costs for D/Ds will be provided if necessary.

SPECIAL EMPHASIS:

This will work best with those fully committed to the project but having some doubts or questions about procedures to follow.

ADDITIONAL COMMENTS:

Make use of the adopter as a secondary demonstration site

FACILITATOR: *NEW JERSEY*

DESCRIPTION:

We cannot keep using specific D/Ds and bringing them to New Jersey again and again for awareness, training and so on. What we want to do is set up a secondary demonstration at a New Jersey adopter school that has effected a good, solid replication of the essential project elements based upon a competent training program.

RATIONALE:

D/Ds have limited resources and are in high demand. Demonstration sites within state would save D/D and LEA resources.

LIMITATIONS:

FACILITIES: *You need an LEA that wants to make this commitment. SF must be willing to underwrite quality evaluation or in-depth extended training period or more on-site state evaluation people to insure that it has a good solid replication which can, in fact, be used as a secondary demonstration site.*

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Use of follow-up questionnaires to assess the effectiveness of the Facilitator effort

FACILITATOR: *OREGON*

DESCRIPTION:

A questionnaire requesting pertinent information about the effectiveness of the awareness phase of the Facilitator project was mailed to LEA personnel with whom the Facilitator staff worked during the year.

RATIONALE:

Some feedback to determine the effectiveness of various Facilitator awareness techniques seemed essential so the project staff could make responsible changes and improvements.

LIMITATIONS:

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Provide supplemental funds for materials required during the final integration stage

FACILITATOR: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT (MDAP)*

DESCRIPTION:

As the adaptation/adoption process proceeds, and as the follow-up technical assistance support groups begin functioning, new needs arise which will cause the innovation to be adjusted to meet the needs of the adopting school. (Note the Rand Corporation study that found the innovation changed as much or more than the school did.) As needs related to the adoption of the innovation are discovered, supplemental funds will be provided to purchase materials to insure that the adoption is successful.

Up to $1500 is provided each adopting school/district. This pool of money, if it is not spent in the trial phase will be drawn upon for follow-up monies. It is also expected that schools will be able to use their own funds for the purchase of supplemental materials as well.

RATIONALE:

See above for rationale.

LIMITATIONS: *The intention is not to supplement a school's materials budget. Criteria must be developed for each adopter to insure that only D/D-related materials are purchased.*

FACILITIES:

SPECIAL EMPHASIS:

ADDITIONAL COMMENTS:

Developing a self-sustaining within-state diffusion system

FACILITATOR: *MINNESOTA - Southeast*

DESCRIPTION:

Building and sustaining diffusion capability within the state is a major aim of the Facilitator Project. The process is complex and the scope, by necessity, limited. Although project strategies are several and inter-dependent, four are listed.

1) Forming and strengthening Facilitator Project collaboration with the MPS/UM Teacher Center, the University of Minnesota and other institutes of Higher Education, public and non-public schools and districts, the Minnesota State Department, Educational Research Development Centers and the Minnesota PTSA. Such collaboration has extended Facilitator Project services available to regional educators as well as providing multi-level delivery of services.

The Teacher Center which houses and assumes administrative responsibility for the Facilitator Project, is itself a collaborative effort between an Institute of Higher Education, a local district and the federal government. Location of the project within such a dynamic, non-regulatory "experienced" service center has been important to the visibility, credibility and acceptance of the new diffusion effort.

Three other procedures for increasing capability that have been successful are:

(cont'd)

RATIONALE:

Building and sustaining diffusion capability is a means for building inter-dependent resource and delivery capabilities by involving individuals and institutions in meaningful roles with the State Facilitator project. This process also builds toward the goal of broadening and extending the responsive capabilities of the State Facilitator Project.

LIMITATIONS:

Responsibilities and collaboration with other individuals and agencies must be mutually beneficial.

SPECIAL EMPHASIS:

This strategy has worked most effectively where an existing network of curriculum consultants or coordinators is operational.

Description: (cont'd)

2) Creating support groups for potential adopters.

3) Facilitating the development of auxiliary trainers linked to a Developer-Demonstrator project, to assist adopters and to conduct on-going awareness and training workshops,

4) Coordinating services that link potential adopters, formally and informally with resources, people, places and materials related to a Developer-Demonstration project.

The collaborations listed above provide the Facilitator Project with experienced professional personnel in a variety of educational areas. These persons, particularly those associated with the Teacher Center, are involved in several ways, from simple support and endorsement to actual training responsibility. Importantly, their involvement is a responsibility which compliments and extends their present resources.

statewide facilitator projects

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